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To Mrs. May T. Sheldon
with the compliments of her friend
H. S. Greenleaf

Rockville N. Y.
Jan 1882 -

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THE

LABOR-SAVING GRAMMAR:

DESIGNED FOR

SCHOOLS, FAMILIES AND PRIVATE LEARNERS.

BY THE AUTHOR OF "GRAMMAR SIMPLIFIED."

Fourth Edition—Enlarged and Improved.

NEW YORK:

SOLD BY ALL THE PRINCIPAL BOOKSELLERS IN NEW YORK AND BOSTON; AND AT WHOLESALE
BY J. STEEN & SON, BRATTLEBORO, VT.

O. H. PLATT, PRINTER, BRATTLEBORO:

1855.

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JEREMIAH GREENLEAF,
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RECOMMENDATIONS OF "GRAMMAR SIMPLIFIED."

FROM REV. W. ALLEN, PRESIDENT OF BOWDOIN COLLEGE.

I have examined Mr. Greenleaf's "Grammar Simplified," and have received from him some explanations of his mode of instruction, and am fully satisfied that his system is more *simple*, and is calculated to impart a knowledge of Grammar with *more facility*, and in a *much shorter time*, than any now in use.

W. ALLEN.

FROM REV. F. BEASLEY, PRESIDENT OF THE UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA.

I have examined the plan of teaching Grammar drawn up by Mr. Greenleaf, and agree with those who have given their testimony in its favor. It is the best system I have seen, for the use of elementary schools. It is not intended to supersede the study of Murray, or any other larger Grammar which may be preferred in colleges or higher schools; but only to become preparatory to them with young persons, or those who do not expect to obtain a liberal education. Under this view of the subject, I can decidedly recommend the Grammar of Mr. Greenleaf as the best I have ever seen.

FREDERICK BEASLEY.

FROM REV. W. HARRIS, PRESIDENT COLUMBIA COLLEGE, N. Y. CITY.

Having examined Mr. Greenleaf's new system of English Grammar, I cheerfully concur in recommending it as a system well calculated to communicate a competent knowledge of the subject, as to all practical purposes, and in a much shorter time than any now in use.

WM. HARRIS.

FROM REV. J. M. MASON, D. D., PRESIDENT OF CARLISLE COLLEGE.

I have recently looked over, with some curiosity and attention, a little work by Mr. J. Greenleaf, entitled "Grammar Simplified." It is exceedingly brief, and proposes to teach the rudiments of that art in an almost incredibly short time. Considering the voluminous treatises on this subject, and the time usually spent in acquiring a tolerable knowledge of it, the author must necessarily encounter much public prejudice.

It has unfortunately happened, that almost every man of obtuse intellect and strong powers of drudgery, thinks himself qualified to write a grammar, which, of course, he contrives to make as unintelligible as possible; and hence grammar, instead of being an inviting, becomes an intolerably irksome task.

Children have to labor year after year, without much progress, through a literary swamp, and when they grow weary, their steps are often quickened by the birch; while the blame is wholly and solely to be attributed to the stupid method of instruction.

This little treatise proffers a relief. It does not pretend to conduct the pupil through the depths of grammatical science—not to make him a master of its philosophical principles, but to give him a competent knowledge of it for *practical* purposes—to familiarize the *matter* of it to his mind—to put him in possession of those *elements*, without an accurate acquaintance with which, ulterior advances are impracticable.

The whole secret lies in stripping it of every thing but the very *essentials*—in placing these before the *eye* of the learner, and in accustoming him to the *application* of every thing as he goes along.

The public may be assured that Mr. Greenleaf is no quack; but that he performs much more than the modesty of his title would lead his reader to expect.

J. M. MASON.

FROM REV. E. D. GRIFFIN, PRESIDENT OF WILLIAMS COLLEGE.

I have read, with some care, the second edition of Mr. Greenleaf's *Grammar Simplified*. There is nothing miraculous or mysterious in it, nor in the effects which it is said to produce. The whole is comprehended in the following facts: Mr. Greenleaf has attentively studied the principles of English Grammar; and, with the exception perhaps of a few minor details, has exhibited them with entire correctness. His manner of expressing them is short, lucid, and striking. He has brought together a greater number of principles than is found in almost any other grammar, and those happily selected; and has presented them in a naked form, disencumbered of all unnecessary matter. There is nothing heavy, nothing perplexed. The arrangement is new, and strikes me favorably. How much is gained by this means, and particularly by speaking so much to the eye, I could better judge were I to see the effects exemplified in a school. Much will depend on the skill and adroitness of the teacher; but I am prepared to say, let him have the lively conception and aptness to teach, which are manifested in the compilation of this Grammar; let him, in short, be Mr. Greenleaf himself, and children will be likely to become initiated sooner and more thoroughly upon this plan than upon any other which I have seen.

E. D. GRIFFIN.

FROM REV. W. STAUGHTON, PRESIDENT OF COLUMBIAN COLLEGE.

I have perused the work, entitled "Grammar Simplified," by Mr. Greenleaf. It is precisely what it declares itself, "An Ocular Analysis of the English Language." It is scarcely possible to enter the temple of grammatical knowledge by a more easy, or a more beautiful inlet. In my judgment, the internal merit of the work must insure its circulation.

WILLIAM STAUGHTON.

FROM REV. C. A. GOODRICH, PROFESSOR IN YALE COLLEGE.

From a cursory examination of Mr. Greenleaf's method of instructing in English Grammar, I am satisfied that it combines the advantages of greater simplicity, precision and correctness; and that, if successfully applied, it will advance the young student in the technical business of parsing, with more rapidity than any system within my knowledge.

CHAUNCEY A. GOODRICH.

RECOMMENDATIONS OF THE "IMPROVED GRAMMAR."

For the 1st Edition.

FROM WESLEYAN UNIVERSITY.

Having examined "Greenleaf's Improved Grammar," I think it calculated to impart a knowledge of the subject *much quicker* and *much easier* than any other system ever published. As an elementary work, I consider it *by far* the best Grammar extant; and a great improvement upon "Grammar Simplified."

WILBUR FISK, D. D., President.

FROM CAMBRIDGE COLLEGE.

When connected with Harvard College, President Kirkland and myself examined, and recommended Greenleaf's new system of English Grammar, and thought it the best book of the kind, for beginners, we had ever seen: but having recently read his "Improved Grammar," so far as to understand the author's system and arrangement, I am well satisfied, that it offers considerable advantages over "Grammar Simplified."

SIDNEY WILLARD, late Professor of the Learned Languages.

FROM BROWN UNIVERSITY, PROVIDENCE.

We have given some attention to Mr. Greenleaf's system of teaching English Grammar, and are of the opinion, that it possesses peculiar advantages, and is worthy of public patronage.

H. B. HACKETT, Professor of the Learned Languages.

WM. GAMMELL, Professor of Rhetoric and Oratory.

For the 2d Edition.

FROM BALTIMORE COLLEGE.

Having examined "Greenleaf's Improved Grammar," I think it is calculated to impart a knowledge of the subject in a *much shorter time* than any other system ever published.

BALTIMORE, Feb. 10, 1844.

HORACE MORRISON, President.

FROM THE UNIVERSITY OF PENNSYLVANIA.

I have carefully perused Mr. Greenleaf's "Improved Grammar," and have no hesitation to say, that, in my opinion, it incomparably excels all the Grammars of the English language that have ever come under my observation. Mr. Greenleaf's efforts, on this very important subject, have been indefatigable, and cannot fail to be successful.

S. B. WYLIE, Professor of the Learned Languages.

PHILADELPHIA, March 14, 1844.

FROM UNION COLLEGE.

SCHENECTADY, May 11, 1843.

Having examined "Greenleaf's Improved Grammar," it gives me pleasure to say, that, as an elementary work, I consider it admirably calculated, on account of its comprehensiveness, perspicuity and brevity, for the use of schools, and every way deserving of the public patronage.

N. B. Absence at the South has prevented my having an opportunity to give your Grammar an earlier examination.

J. GREENLEAF, Esq.

Yours, very respectfully,

E. NOTT, President.

P R E F A C E.

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SEVERAL years since, I published a work entitled "GRAMMAR SIMPLIFIED,"* which claimed the merit of being calculated to impart a knowledge of Grammar with more facility, and in a much shorter time, than any other system ever before published. Many of the first literary men of the day, (among whom were the Presidents and Professors of twenty of our principal Colleges,) thought its claims were well founded, and recommended the work in a most flattering manner. It was drawn up on a plan entirely original, and so great were the advantages which it offered to beginners, that a competent knowledge of this important branch of education † could be acquired from it in THREE WEEKS. It was then supposed impossible "to enter the temple of grammatical knowledge by a shorter, more easy, or a more beautiful inlet." But *Experience*, that best of schoolmasters, has enabled me to present to the public a *new* and much *better* system, which imparts as much knowledge in *one week*, as "GRAMMAR SIMPLIFIED" does in *three*. Hence its vast pre-eminence over all other works of the kind. For *beginners*, it is to all other grammars, ‡ what a *Railroad Car* is, in point of speed, to an *Ox Cart*! It is constructed upon a plan entirely different, in many respects, from its predecessor, and its method of instruction is much easier and more pleasing, both to *teacher* and *learner*. The rapidity and ease with which novices progress from it is so truly astonishing, that it appears almost miraculous. In fact, this hitherto intolerably long and irksome study, is now rendered so very short, interesting and agreeable, that it becomes a mere matter of *pleasure* and *amusement*, rather than *labor*. However incredible it may seem, actual and well-tried experiments have demonstrated that a respectable knowledge of Etymology and Syntax can be acquired from this treatise, with the greatest facility, in the short period of six days: ‡ to which fact many literary gentlemen can testify. It has also been ascertained, that a hundred can be taught from it, in a class, as easily as a dozen; although ten or fifteen are as many as can profitably be taught at a time, from any other book of the kind—not even excepting "Grammar Simplified." Besides, should any one prefer teaching in the "good old way," it is so arranged that he can be accommodated; while at the same time the drudgery of his pupils will be greatly abridged. It is likewise calculated to be much more useful in families and to private learners, than other Grammars. Having a *Key*, by which specimens of all the common and critical errors in syntax can be corrected at a glance, it will go very far, even without the aid of a teacher, towards purifying our language from those corruptions and provincialisms, to which all living languages are liable.

The "Labor-Saving Grammar" has been submitted to six of our principal Colleges, and all agree in the opinion that it is a great improvement upon "Grammar Simplified," and that it incomparably excels all other systems extant.

But notwithstanding the usual method of instruction is exceedingly stupid, and notwithstanding the labor of months, and even years, is now reduced to a delightful study of a few days, yet far be it from me, to detract from the merits of others. I have not labored to *subvert* systems (many of which are written with great ability,) but merely to simplify the subject, and to substitute a *new* and *more expeditious* mode of teaching. Not to introduce novelties and innovations, but merely to remove the impediments, and clear away the stumbling-blocks from the paths of Grammatical knowledge. Thus, to abridge toil and save cost, in acquiring the rudiments of English Grammar, was the sole object of this publication. In its construction, therefore, I have not found it necessary to indulge in idle theories or visionary speculations, but have adopted the general principles of our most approved authors. In other words, I have condemned the old and awkwardly constructed building, on account of its inconvenience, but have found sufficient good and sound materials therein, to build a new, splendid, and commodious one.

As the preceding editions of the "Labor-Saving Grammar" contain but two parts, [Etymology and Syntax,^b] and as these are disencumbered of all *non-essentials*, the book is consequently exceedingly brief;—yet long experience has proved it to be sufficiently copious for all practical purposes. Many objections, however, have been raised against it, by those of "strong powers of drudgery," on account of its *brevity* and the *omission* of Orthography and Prosody. To obviate these cavilings, and at the same time to render it suitable also for High Schools, Academies, &c., the present edition is not only considerably enlarged, but the other parts are added.

Some, perhaps, may think that those who learn in so quick a way, will be more apt to *forget*, than those who study in the old way. But this for reasons the most self-evident, is also a mistaken notion; as the former have more of the practical part in one week, than the latter have in one year.

In short, the improved system should not only be used in every school in which English Grammar is taught, but should be in the possession of every family and private learner.

SEE DIRECTIONS ON THE NEXT PAGE.

THE AUTHOR.

* This book is probably better recommended, and has had a more rapid sale, than any work of the kind, ever before published. † Etymology and Syntax. ‡ Except "Grammar Simplified." a Provided scholars possess common capacity to learn, be suitable readers, pay strict attention, and have a competent teacher. b Because these are the only parts that are generally studied from grammars.

ADVERTISEMENT.

THE study of English grammar, in the usual way, is a long, dry, and irksome task. "Children have to labor year after year," says Dr. Mason, "without much progress, through a literary swamp, and when they grow weary, their steps are often quickened by the birch, while the blame is wholly and solely to be attributed to the *stupid method of instruction*." Many attempts have been made of late, to simplify the subject. But all appear to have failed. In fact, some of our modern authors have absolutely rendered the science more abstruse than ever. Instead of *simplifying* the subject, they have mystified it. Instead of clearing away the stumbling blocks from the crooked paths of grammatical knowledge, they have seemingly labored, with all their might to throw more obstacles in the way. It was very desirable, therefore, that a *much shorter and easier* method should be introduced. Mr. GREENLEAF, alone, seems to have hit upon this desideratum. He has not only struck out a *new* and a *straight* path, but has completely removed all impediments therefrom. His "Grammar Simplified," published several years since, proffered a partial relief, but his "Labor-saving system," which is now presented to the public, offers relief in full. So great indeed, is the "railroad speed" with which beginners progress from it, that ONE WEEK'S agreeable study therefrom, is fully equal to ONE YEAR of irksome drudgery in the usual way. A great saving, forsooth, of time, labor, and expense; and, "time," says Dr. Franklin, "is money."

But, notwithstanding the great advantages which this book offers, both in families and school rooms, over all other works of the kind, yet it will undoubtedly have to encounter much public prejudice; as many people (like the Dutchman who always went to mill with a great stone in one end of his bag,) are exceedingly prone to esteem the "good old way" the best, let it be ever so stupid, foolish or absurd. Hence, it will probably be opposed, *first*, by all teachers, and others, of obtuse intellects and strong powers of drudgery; *secondly*, by all those teachers whose interest it may be to keep their pupils drilling, as long as possible in grammar; *thirdly*, by all superficial and quack teachers, who (although they may find it no very difficult matter to teach from other grammars, and to keep up, perhaps, with

their pupils,) cannot even *begin* to teach from this system without exposing their ignorance; *fourthly*, by all the host of pretended simplifiers, from the days of Murray to the present time. Thus it is to be expected, that many instructors will endeavor to keep the "Labor-saving Grammar" out of their schools as long as possible—some through *stupidity*, some through *sinister motives*, some through *ignorance*, and some through *envy*. It is confidently believed, however, that *all* teachers, except the above mentioned classes, as well as all other real friends of improvement, of whatever profession, will give it their most cordial approbation. "O, but," says teacher Snooks! "I dislike this quick way of learning grammar—because, quickly learned, quickly forgotten—besides it strengthens the memory of pupils to be a long time in acquiring a knowledge of the subject." Sheer nonsense: It strengthens his *purse* more like! With equal propriety he might say, it would be better for a person wishing to go from Boston to Cape Cod, to take the "round about" land way, on foot, and be six or eight days on the journey—rather than take the "straight way," by steamboat, requiring but two or three hours on the trip, and at a much less expense. Perhaps the *long* route might strengthen his *limbs*, and doubtless it would strengthen his *memory*—inasmuch as he would probably never forget what a fool he had been!

But let the worth of theories and systems be tested by their practical usefulness, and let them be appreciated accordingly. This done, and I am bold to declare, that Greenleaf's Improved Grammar will be immediately introduced into every school in the United States. Even by the *usual* process of teaching, it will be found to be far preferable to other grammars.

Mr. G. has taught in all the principal cities in the Union, and is probably better qualified for an undertaking of this kind, than any person living. We sincerely think, that his book is cheaper at ONE DOLLAR, than any other grammar at ONE CENT. The public may rest assured, it is absolutely what it professes to be—*multum in parvo, utile cum dulci*. "A word to the wise is sufficient."

PUBLISHER.

NEW YORK, 1855.

EXPLANATIONS AND METHOD OF INSTRUCTION.

BOOK FIRST is designed exclusively for beginners, and contains barely a sufficient quantity of Etymology and Syntax to enable them (with the aid of a competent teacher,) to commence syntactical parsing. The *unmarked* Parsing Lessons, however, [part or all,] are appropriate for more advanced scholars, and are more convenient for them, than to parse from other books.

BOOK SECOND contains all the parts of grammar in full, methodically arranged, without the least regard to Book First, or the least dependence upon it; being complete in itself,—designed to be studied during intermediate school hours, and occasionally to be referred to, while parsing.

DIRECTIONS.

After organizing a class, commence by hearing your pupils read slowly, and simultaneously, the definitions of all the parts of speech. See p. 5 & 6. This should be repeated twice, and while going through, in this manner, the second time, the readings should be accompanied by such explanations and illustrations* from the teacher, as will enable them, with suitable promptings, (the parts of speech being designated,) to commence parsing. Then turn to page 7, and let them recite several times in concert, the initials of all the parts of speech; thus—What does *ar* stand for? Answer, article—*n*? noun—*p*? pronoun, &c. In the next place, recite several times, in the same manner, the definition of the indicative mood, at the head of lesson 1st. Then commence syntactical parsing, in concert; at parsing

lesson 1st,—(A boy whispers.) What part of speech, says the teacher, is *a*? Answer, an article. What kind, *definite* or *indefinite*? Ans. *indefinite*. What *noun* does it belong to? Ans. to boy. What is *boy*? Ans. a *noun*. What kind, *common* or *proper*? Ans. *common*. What gender, *masculine* or *feminine*? Ans. *masculine*. What person, the *second* or *third*? Ans. *third* person. What number, *singular* or *plural*? Ans. *singular*. What case, *nominative* or *objective*? Ans. *nominative*. Nominative to what verb? Ans. to *whispers*. According to Rule 1st, says the teacher; [repeat it.] What is *whispers*? Ans.—What kind, *transitive* or *intransitive*? Ans.—*Regular* or *irregular*? Ans.—What mood, *indicative* or *subjunctive*? Ans.—What tense, *present* or *imperfect*? Ans.—What person and number? Ans.—What does it agree with? Ans.—According to Rule 2d—[repeat the rule.] As soon as the teacher may think it will answer, he should prompt in the

following manner. (Mary has written a letter.) What is *Mary*? Ans.—What kind? Ans.—What gender, person, and number? Ans.—What case? &c. And as soon as sufficiently initiated, he should let them go on without any, or with but

very little prompting—thus, (The gentlemen live in Boston.) *The* is the definite article, and belongs to gentlemen—*gentlemen* is a common noun, masculine gender, third person, plural number, and nominative case to live? according to Rule 1st; [repeat the rule.] *Live* is an intransitive regular verb, indicative mood, present tense, third person, plural number, and agrees with gentlemen; according to Rule 2d; [repeat the rule.] It will not be advisable for the teacher, in the first place, to explain to his pupils any of the *moods* except the indicative and subjunctive, or any of the *tenses* except the present and imperfect. They should be informed at the commencement, that every verb in Lesson 1st, is in the *ind. mood*; and when they come to the first verb in the perfect tense, they should all stop and commit to memory, and recite in concert, the signs of the different tenses near the bottom of page 6.

After going through with lesson 1st, commence at lesson 2d, (committing and reciting in the first place, in concert, all that stands at the head of the same,) and so on, with all the marked lessons. As a relaxation from parsing, the class should occasionally be exercised in a simultaneous recitation of the List of Prepositions, Conjunctions and Pronominal Adjectives, &c., on page 6; and when all these be thoroughly committed, turn occasionally to Conjugation of verbs, Catalogue of irregular verbs, or to any thing the teacher may think best, and recite as above. By this means, and by giving short lessons to be learned during intermediate school hours, all that is necessary can easily be committed to memory. The first nine Rules* should be committed, before leaving the marked lessons. After going through with all the marked lessons, as above, commence at the unmarked lessons, and continue to the end of the same. In large classes, it has been ascertained, that beginners will learn much faster to parse, generally in concert. Even in small classes, it has been found, they will learn faster to parse most of the time in this way, especially during two or three of the first days. But all classes, large or small, should always *recite* in concert, while practising as above. In common schools, the teacher can attend to his grammar pupils once or twice a day, for ten or fifteen minutes at a time, and then let them go to their other studies. If they be considerably advanced, perhaps the teacher may think it advisable not to have them go through with the "Marked Lessons;"—in which case they can commence parsing at any of the "Unmarked Lessons," and afterwards (if deemed necessary,) they can bring other books to parse from. Should he think that parsing, &c., in concert disturbs the school too much, he can hear them *recite* and *parse* separately. Should any one prefer teaching the *usual* way, he can let his pupils commit as much as he may think necessary, and then commence parsing at lesson 1st.

* The teacher should never attempt to illustrate any thing to his pupils which he cannot make them understand. Hence the easy parts of grammar, only, should be explained in the first place, (barely enough to enable them, with suitable promptings, to commence syntactical parsing) and the more intricate parts should be explained progressively. He should always endeavor to keep their minds as unembarrassed as possible, and should often caution them against "getting puzzled;" and as a preventive, should frequently change from parsing to recitations. Tell them also that they must not try to understand any faster than they can do so, without the least perplexity of mind; and that "practice makes perfect." Thus, it appears, much depends on the skill and judgment of the teacher.

* Sufficient to apply in Parsing.

BOOK FIRST.

ENGLISH GRAMMAR.

Question. What is GRAMMAR?

Answer. Grammar is the art of speaking and writing correctly, or the proper use of words.

Ques. How many words are there in the English language?

Ans. About forty thousand.

Ques. How are words divided?

Ans. They are divided into ten parts or sorts, commonly called *Parts of Speech*; viz.—the Article, Noun, Pronoun, Adjective, Verb, Participle, Adverb, Preposition, Conjunction, and Interjection. Of these, the Noun and Verb are the most important.

NOUN.

Ques. What is a NOUN?

Ans. A noun is a word which is the name of any person, place, or thing; as, *John, London, house, virtue.*

VERB.

Ques. What is a VERB?

Ans. A Verb is a word which expresses action or being; as, *birds fly, horses run, Peter lives.*

PRONOUN.

Ques. What is a PRONOUN?

Ans. A Pronoun is a word used instead of a noun, to avoid the too frequent repetition of the same word; as, *Dick is idle, and he must be punished.*

Ques. What are *Common nouns*?

Ans. Common nouns are the names of whole sorts, or species; as, *man, horse, dog, tree.*

Ques. What are *Proper nouns*?

Ans. Proper nouns are the names of individuals; as, *Thomas, Jane, Boston.*

Ques. What is the *Masculine gender*?

Ans. The masculine gender denotes males; as, *man, boy, lion.*

Ques. What is the *Feminine gender*?

Ans. The feminine gender denotes females; as, *woman, girl, lioness.*

Ques. What is the *Neuter gender*?

Ans. The neuter gender denotes things without sex; as, *chair, peach, table.*

Ques. What is the *First person*?

Ans. The first person denotes the person *speaking*; as, *I learn.*

Ques. What is the *Second person*?

Ans. The second person denotes the person spoken *to*; as, *you learn.*

Ques. What is the *Third person*?

Ans. The third person denotes the person or thing spoken *of*; as, *he learns, the tree grows.*

[Nouns have but two persons, the second and third, but pronouns have three.]

Ques. What is the *Singular number*?

Ans. The singular number denotes but one object; as, *pen, book.*

Ques. What is the *Plural number*?

Ans. The plural number denotes more objects than one; as, *pens, books.*

Ques. What is the *Nominative case*?

Ans. The nominative case is the actor, or subject of the verb; as, *the boy runs*;—it generally comes before the verb.

Ques. What is the *Possessive case*?

Ans. The possessive case denotes property or possession; as, *John's book, his cane.*

Ques. What is the *Objective case*?

Ans. The objective case is the object on which the action of a verb terminates; as, *Moses smote the rock.* It generally comes after the verb.

Ques. How are *Personal* pronouns distinguished from *Relative* pronouns?

Ans. *Who, whose, whom, which, what, and that,* are relatives, and all others are personals.

Ques. What is a *transitive verb*?

Ans. A transitive verb denotes action or energy which terminates on some object; as *Peter struck Joseph.*

Ques. What is an *Intransitive verb*?

Ans. An intransitive verb denotes simple being or existence, or it denotes action which is limited to the nominative; as, *I am, he stands, the fish swims.*

Ques. What are *Regular verbs*?

Ans. Regular verbs are those which end in *ed*, when used in the past time; as, *I preached yesterday.*

Ques. What are *Irregular verbs*?

Ans. Irregular verbs are those which do not end in *ed* in the past time; as, *I wrote yesterday.*

Ques. What is the *Indicative Mood*?

Ans. The indicative mood simply indicates or declares a thing; as, *I learn.*

Ques. What is the *Subjunctive Mood*?

Ans. The subjunctive mood expresses action or being in a doubtful or conditional manner; as, *if I learn.*

Ques. What is the *Present Tense*?

Ans. The present tense denotes present time; as, *I am writing.*

Ques. What is the *Past or Imperfect Tense*?

Ans. The past tense denotes past time; as, *I wrote yesterday.*

Ques. What is the *Future Tense*?

Ans. The future tense denotes future time; as, *I shall write to-morrow.*

ARTICLE.

Ques. What is an ARTICLE?

Ans. An article is a word placed before nouns to limit their signification; as, *a garden, an eagle, the woman.*

Ques. How many articles are there?

Ans. Only three, viz.—*a, an, and the* [in reality but *two*, as *a* and *an* mean the same.]

Ques. How are articles distinguished?

Ans. *A* or *an* is called the *Indefinite article*, and *the* is called the *Definite*.

PARTICIPLE.

Ques. What is a PARTICIPLE?

Ans. A participle is a word derived from a verb, and partakes much of the nature of a verb; as, *I heard a child crying; I saw the letter written.*

Ques. What is the difference between a *present* participle, and a *past* or *perfect* one?

Ans. The *present* participle denotes present time, and ends in *ing*; as *speaking*. The *Past* participle denotes past time, and does not end in *ing*; as, *spoken*.

ADJECTIVE.

Ques. What is an *Adjective*?

Ans. An adjective is a word which expresses some quality or property of a noun; as, a *good* boy, a *bad* girl, a *sweet* apple.

ADVERB.

Ques. What is an *Adverb*?

Ans. An adverb is a word used to qualify or modify the sense of verbs; as, the man fought *bravely*; the birds fly *swiftly*.

PREPOSITION.

Ques. What is a *Preposition*?

Ans. A preposition is a word which serves to connect words, and show the relation between them; as, a bird *on* the tree; a squirrel *in* the cage.

CONJUNCTION.

Ques. What is a *Conjunction*?

Ans. A conjunction is a word chiefly used to connect sentences, joining two or more *simple* sentences into one *compound* one; as, Henry works *and* George plays; Jack will study, *or* go to sea.

INTERJECTION.

Ques. What is an *Interjection*?

Ans. An interjection is a word used to express passion or emotion; as, *oh!* *alas!*

A LIST OF THE PRONOMINAL ADJECTIVES.

One, other, another, each, every, either, neither, this, that, these, those, all, any, both, same, such, some, former, latter, none.

A LIST OF THE PRINCIPAL PREPOSITIONS.

Of, to, for, by, with, in,—into, within, without, over, under, through,—above, below, between, beneath, from, beyond,—at, up, down, before, behind,—on, or upon, among, after, about, against.

A LIST OF THE PRINCIPAL CONJUNCTIONS.

And, if, that, both, then, since, for, because, therefore, wherefore,—But, or, nor, as, than, lest, though, unless, either, neither, yet, notwithstanding.

DECLENSION OF THE PERSONAL PRONOUNS.

FIRST PERSON.	SECOND PERSON.	THIRD PERSON.	THIRD PERSON.	THIRD PERSON.
<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>
Nom. I,	Nom. thou,	Nom. he,	Nom. she,	Nom. it,
Poss. my or mine,	Poss. thy or thine,	Poss. his,	Poss. her or hers,	Poss. its,
Obj. me.	Obj. thee.	Obj. him.	Obj. her.	Obj. it.
<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>
Nom. we,	Nom. ye or you,	Nom. they,	Nom. they,	Nom. they,
Poss. our or ours,	Poss. your or yours,	Poss. their or theirs,	Poss. their or theirs,	Poss. their or theirs,
Obj. us.	Obj. you.	Obj. them.	Obj. them.	Obj. them.

DECLENSION OF THE RELATIVE PRONOUNS.

Singular and Plural.

Nom. who,	Poss. whose,	Obj. whom.
Nom. whoever,	Poss. whosever,	Obj. whomever.
Nom. whosoever,	Poss. whosoever,	Obj. whomsoever.

COMPARISON OF ADJECTIVES.

Positive.	Comparative.	Superlative.	Positive.	Comparative.	Superlative.
wise,	wiser,	wisest.	little,	less or lesser,	least.
great,	greater.	greatest.	much or many,	more,	most.
virtuous,	more virtuous,	most virtuous.	near,	nearer,	nearest or next.
amiable,	less amiable,	least amiable.	late,	later,	latest or last.
good,	better,	best.	far,	farther,	farthest.
bad,	worse,	worst.			

SIGNS OF THE DIFFERENT TENSES.

Have, *hast* and *has*, are signs of the perfect tense; *had* and *hadst*, of the pluperfect; *shall* and *will*, of the first future; *shall have* and *will have*, of the second future; [that is, when joined to other verbs, in the indicative and subjunctive moods.]

A LIST OF THE AUXILIARY VERBS.

May, *can*, *must*, *might*, *could*, *would*, *should*, *shall*, *do*, *be*, *have*, *will*. [The last four are sometimes principal verbs.]

DECLENSION OF NOUNS.

<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>
Nom. king	Nom. kings	Nom. man	Nom. men.
Poss. king's	Poss. kings'	Poss. man's	Poss. men's
Obj. king.	Obj. kings.	Obj. man.	Obj. men.

EXERCISES IN PARSING.

RULE 1.

The subject of the verb must always be in the nominative case.

RULE 2.

The verb must agree with its nominative in number and person.

RULE 3.

Pronouns must agree with their antecedents, or the nouns they represent, in gender and number.

RULE 4.

Transitive verbs, transitive participles, and prepositions, govern the objective case.

RULE 5.

Two or more nouns, signifying the same thing, are put, by apposition, in the same case.

RULE 6.

When an address is made to a person, the noun or pronoun is put in the nominative case independent.

RULE 7.

A noun or pronoun, joined with a participle, and standing independent of the rest of the sentence, is in the nominative case independent.

RULE 8.

A noun or pronoun, signifying possession, must be put in the possessive case.

RULE 9.

The verbs which follow, bid, dare, feel, hear, let, make, need, see, &c., are used in the infinitive mood, without having the sign to prefixed to them.

Article, Noun, Pronoun, Adjective, Verb, Participle, Adverb, Preposition, Conjunction, Interjection.

LESSON 1. FOR THE INDICATIVE MOOD.

The indicative mood simply indicates or declares a thing; as, *I learn*.

1. A boy whispers. A man loves. The men walk. A good girl learns. The bad boys play in school. Harriet loves Eliza. The girls sing. Samson killed a young lion. Noah built the ark. An old ox hooked the white heifer. The black mare kicked Peter. Ned shot an Indian. The men are eating sour apples, and the women are eating sweet oranges. The gentlemen live in Boston or in Charlestown, but they came from Troy. Ann's pretty bird sings delightfully in his cage. Esther put on her royal apparel—she obtained favor in the sight of the King. In six days, God created the world. Mary has written a long letter, and she will send it to the post-office. Henry had received the intelligence before the mail arrived. Thomas is at school, but he will soon return, and Lucy will give this book to him. The little girls cried, an old cross hen pecked us. Maria saw a woman whipping an idle, saucy boy, on his back, with a large stick, or with a small cane. Cæsar's troops fought bravely. Newton, the philosopher, lived in London. The strong, fat oxen, have broken their yoke. John cut down the high trees which grew in Sarah's garden, with his hatchet, and sawed them into wood for her. Charles writes a letter. Charles wrote a letter. Charles has written a letter. Charles had written a letter. Charles will write a letter. Charles will have written a letter. Words fitly spoken are like unto apples of gold in pictures of silver. The master ferruled the naughty boy who stole an apple from Abby's pocket. The gentleman replied, "the ladies with whom we conversed, behaved genteelly." Frank broke Susan's watch, and then he bought it of her. Boys, you have learned rapidly. The girls replied, "we had committed our lessons, given to us, before the master returned." Samuel heard an orphan boy crying piteously, in the street. Jane, you learn faster than Jack or Clara learns. Johnny said, "I am afraid that great ugly dog will bite me." Nathan, the prophet, said unto David, the King, "thou art the man." Edwin replied, "my kind and affectionate mother gave to me good advice, but I have often been occupied, alas! with trifles." Ellen, having finished her studies, will immediately return to her father's house. It is neither hot nor cold. I will arise and go to my father, and will say unto him, father, I have sinned against heaven, and before thee. Caroline said, "I pity the poor little boy, whose book is torn so badly, and I have given to him an orange." Every tree is known by its fruit. James found a new, sharp, handsome penknife. Dick struck the wicked fellow that tore Kitty's book. Dear sister, your uncle, the General, is sick. The book is useful, but its binding is cheap. Kate and Julia have committed their lessons given to them; but neither Dick, Tom, nor Harry, has committed his lesson which was given to him by the master. Then Paul and Barnabas rent their clothes, crying out and saying, "Sirs, why do ye these things? we also are men of like passions with you." The Colonel being slain, the soldiers who fought under him, were routed. Asa's dove flies swiftly to her nest. The boys soiled their books badly, and the mistress whipped them severely. O, Lord! thou scatterest thy blessings with an impartial and liberal hand—thou art just, and thy mercy endureth forever.

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RULE 2.

The verb must agree with its nominative in number and person.

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LESSON 2.—FOR THE SUBJUNCTIVE MOOD.

The subjunctive mood expresses action or being, in a doubtful or conditional manner; as, *if* I learn.

If, unless, except, &c., are signs of the subjunctive mood.

1. If our desires be moderate, our wants will be few. Unless thou hast loved her. If John had spoken to me.
2. Unless he will do the work in a genteel manner. If the man shall have accomplished his work by midsummer.
3. If James and Ned have lost their money, Jack or Robert will recover it, if it be in his power. Henry having graduated at college, will enter upon the study of divinity, if his health admit. If we contend about trifles, and
5. violently maintain our opinion, we shall gain but few friends. If greatness flatter our vanity, it multiplies our
6. dangers. If we look around us, we shall perceive that the whole universe is full of active powers. Gentlemen,
7. you are mistaken, if I be the person to whom you alluded. If we possess not the power of self-government, we
8. shall be the prey of every evil propensity. Having resigned his office, he retired to private life, if history
9. speak truth. If youth be trifled away, manhood will be contemptible, and old age, miserable. Except he re-
10. pent, he will not be saved. If, from any internal cause, a man's peace of mind be disturbed, in vain we load
11. him with riches or honor. He having ended his discourse, the ladies dispersed. If the mind be well cultivated,
12. it produces a store of fruit: if not, it is overrun with weeds.

LESSON 3.—FOR THE POTENTIAL MOOD.

The potential mood declares the power, liberty, possibility or necessity of action or being; as, *I may, can or must* learn.

May, can, must, might, could, would, should, are signs of the potential mood.

1. Charles is not insincere, and therefore, we may trust him. It must be so; Plato, thou reasonest well. Tim
2. and Jo could not accomplish their business in time. It was my direction he should submit. Amanda was ill,
3. but I thought she might live. We can resist the allurements of vice. I may have misunderstood him. The
4. man might have finished the work sooner, but he could not have done it better. I gave him good advice, but
5. he would not hearken to it. They might have been honored. The man who is faithfully attached to religion,
6. may be relied on with humble confidence. This author's sentiments must be mistaken by his critic. We may
7. rest assured, that by the steady pursuit of virtue, we shall obtain and enjoy it. The physician may administer
8. the medicine, but Providence alone can bless its effects. Having exposed himself in different climes, he may
9. have lost his health. The scholar's diligence must secure the tutor's approbation. She being absent, the busi-
10. ness was attended to by others.

LESSON 4.—FOR THE INFINITIVE MOOD.

The infinitive mood expresses a thing in a general and unlimited manner, having no nominative, consequently neither number nor person; as, *I should like to learn*.

To is the sign of the infinitive mood.

1. In our travels we saw much to approve, and much to condemn. It is delightful to contemplate the goodness of
2. Providence. He was known to have loved her. A merciful man or woman is unwilling to give pain to man
3. or beast. The good parent's greatest joy is to see his children wise and virtuous. We dare not leave our studies without permis-
4. sion. We need not urge Charles to do good; he loves to do it. They being willing to improve, the study was rendered agreeable.
5. Compassion prompted us to relieve Norman's wants. A young man, so learned and virtuous, promises to be a very useful member
6. of society. Neither threatenings nor any promises could make him violate the truth. Darwin is supposed to have written the
7. letter, when he was at college.

LESSON 5.—FOR THE IMPERATIVE MOOD.

The imperative mood commands, exhorts, or entreats; as, *learn, learn thou, or do thou learn.* A verb in the *imperative mood* always agrees with *thou, ye, or you*, for its nominative, [generally understood.]

1. "My son," says Solomon, "hear the counsel of thy father, and forsake not the law of thy mother; and if sinners entice thee to sin,
2. consent thou not,—but fear the Lord and keep his commandments: get wisdom and understanding, and forsake them not." Martha
3. said to her daughters, who went to a boarding-school, "You must be diligent; also, engrave on your minds this sacred rule, 'do unto
4. others as ye wish that they should do unto you.'" The master said to Jane's brother, "Study your lesson in grammar, and I will
5. hear you recite it." Oscar saw a man whose hair was extremely gray, at eighteen years of age. The preceptress said to the
6. diligent boys, "Commit your lessons in geography, and you may recite them to me in an hour." Abby, light the candle. Pizarro
7. commanded his soldiers, saying, "Unbind that trembling wretch! let him depart!" Alexander said to the robber, "Leave me,"—
8. and then turning to his soldiers, he said, "Take off his chains, and use him well." And the Lord commanded Eliplaz, Bildad and
9. Zapher, saying, "Go to my servant, Job, and offer for yourselves a burnt offering, and he shall pray for you." Time flies, oh! how
10. swiftly. Edward, bring hither George's slate, the girl's books, and an inkstand. O, Lord! lead us not into temptation, but deliver
11. us from evil. Art thou a parent, teach thy children obedience. "Deal justly, love mercy, and walk humbly with the Lord, thy God."

A LIST OF THE PRONOMINAL ADJECTIVES.

One, other, another, each, every, either, neither, this, that, these, those, all, any, both, same, such, some, former, latter, none.

A LIST OF THE PRINCIPAL PREPOSITIONS.

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FIRST PERSON.	SECOND PERSON.	THIRD PERSON.	THIRD PERSON.	THIRD PERSON.
<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>
Nom. I,	Nom. thou,	Nom. he,	Nom. she,	Nom. it,
Poss. my or mine,	Poss. thy or thine,	Poss. his,	Poss. her or hers,	Poss. its,
Obj. me.	Obj. thee.	Obj. him.	Obj. her.	Obj. it.
<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>
Nom. we,	Nom. ye or you,	Nom. they,	Nom. they,	Nom. they,
Poss. our or ours,	Poss. your or yours,	Poss. their or theirs,	Poss. their or theirs,	Poss. their or theirs,
Obj. us.	Obj. you.	Obj. them.	Obj. them.	Obj. them.

DECLENSION OF THE RELATIVE PRONOUNS.

Singular and Plural.

Nom. who,	Poss. whose,	Obj. whom.
Nom. whoever,	Poss. whosoever,	Obj. whomever.
Nom. whosoever,	Poss. whosoever,	Obj. whomsoever.

COMPARISON OF ADJECTIVES.

Positive.	Comparative.	Superlative.	Positive.	Comparative.	Superlative.
wise,	wiser,	wisest.	little,	less or lesser,	least.
great,	greater,	greatest.	much or many,	more,	most.
virtuous,	more virtuous,	most virtuous.	near,	nearer,	nearest or next.
amiable,	less amiable,	least amiable.	late,	later,	latest or last.
good,	better,	best.	far,	farther,	farthest.
bad,	worse,	worst.			

DECLENSION OF NOUNS.

<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>
Nom. king	Nom. kings	Nom. man	Nom. men.
Poss. king's	Poss. kings'	Poss. man's	Poss. men's
Obj. king.	Obj. kings.	Obj. man.	Obj. men.

LESSON 6.

1. Peter struck John with a great stick. 2. Sambo whipped the old ox, and the ox kicked Sambo. 3. Susan pinched little Molly, and Molly slapped naughty Susan; and the master ferruled both girls, for disobedience of orders in school. 4. The blacksmith hammered the iron, and then he filed it. 5. The shoemaker pounded his leather with a hammer, on a stone in his lap. 6. The carpenter planes his boards, and he drives nails into them. 7. The miller is grinding corn. 8. The dog severely bit his master. 9. The black, fat wether bunted Cuffee, and the cross white heifer hooked lame, blind Cudjo. 10. The farmer planted his corn, mowed his grass, and cut his stocks. 11. Tommy slapped Dicky in the face. 12. Nelson Keith is drilling rocks. 13. The girls are paring apples with their sharp pen-knives, and the boys are cracking nuts with their new hatchets. 14. The cows have eaten their hay, and are chewing their cud. 15. Eliza washed her face, combed her hair, and went to school. 16. Mary tore her dress badly. 17. Joseph knocked Lewis down with his fist. 18. Achilles slew Hector. 19. Brutus stabbed Cæsar. 20. The birds fly swiftly. 21. She walks gracefully. 22. The king rent his robe. 23. A knight struck Roderick Dhu, and Roderick daggered the knight. 24. David Crockett shot an old fierce, lean bear. 25. Julia kissed her poor, unfortunate, sick brother. 26. The ball hit the mark. 27. Homer, the poet, wrote the Illiad. 28. Nimrod, the hunter, speared a lioness. 29. Milo killed an ox [a four-year-old bullock] with one blow of his fist—carried him on his shoulders through the length of a stadium,* and ate his carcass in one day.† 30. An old crazy man pelted a rude idle boy with stones. 31. Hannibal escaped to Bythinia. 32. Ajax fought valiantly with Hector. 33. Cicero, the orator, fled rapidly from Rome. 34. Aristotle studied under Plato. 35. Augustus, the Emperor, died at Nola. 36. Archimedes was stabbed by a Roman Soldier. 37. Daniel was cast into the lions' den. 38. Carthage was founded by Dido, Queen of Tyre. 39. Peter, the tailor, was kicked by a horse. 40. Thomas was struck by a cane. 41. Exercise promotes health. 42. Alexander conquered the Persians. 43. Prudence saves us from many misfortunes. 44. Crosses in trade damp the spirit of enterprise. 45. Questions of moment require slow answers. 46. David killed Goliath with a stone from his sling. 47. Moses smote the rock in the wilderness with his rod. 48. Girls wear large bonnets in winter. 49. Stars give mild light in autumn. 50. A man's manners frequently influence his fortune. 51. Whose knife is this? 52. Idleness will clothe a man with rags. 53. Good looks buy nothing in market. 54. Joab took Amasa by the beard, and smote him with his sword under the fifth rib. 55. Great fires may be kindled with small coals. 56. If once a man fall, all will tread on him. 57. Elizabeth, Queen of England, beheaded Mary, Queen of Scots. 58. "Fred," says Jack, "where are my books?" 59. Change and alteration form the very essence of life. 60. Emily writes rapidly, with elegance and precision. 61. George sold his cane, which he bought in Paris, with its golden head, for six guineas. 62. Death is the doctor that cures all diseases. 63. Crosses are ladders which lead to heaven. 64. A bird in the hand is worth two in the bush. 65. Kings may conquer armies, but not death. 66. There are more ways to the wood than one. 67. Boys, study your lessons. 68. Keep no company with bad men, whose steps lead to death. 69. Thousands, whom indolence has sunk into contemptible obscurity, might have come forward to usefulness and honor, if idleness had not frustrated the effects of all their powers. 70. The General being slain, the army was routed. Thomas, where is Henry's watch? 71. Our ignorance of what is to come, and of what is really good or evil, should correct anxiety about worldly success. 72. He who abounds in words, generally wants wit. 73. Girls, whom do you see? 74. They behaved like cowards, and all ran home but me. 75. Can we, untouched by

gratitude, view the profusion of good, which the Almighty hand bestows around us? 76. This is the boy that steals apples. 77. If he and she were at home yesterday, he or she is at home to-day. 78. Some talk of subjects they do not understand, others praise virtue who do not practise it. 79. George, let the lady hear you read, and then we will go home. 80. "An honest man is the noblest work of God."

"Helen's matchless charms
Made nations fly to arms."

LESSON 7.

Obidah, the son of Abensina, left the caravansera early in the morning, and pursued his journey through the plains of Indostan. He was fresh and vigorous with rest; he was animated with hope; he was incited by desire; he walked swiftly forward over the valleys, and saw the hills gradually rising before him. As he passed along, his ears were delighted with the morning song of the bird of paradise; he was fanned by the last flutters of the sinking breeze, and sprinkled with dew from groves of spices. He sometimes contemplated the towering height of the oak, monarch of the hills; and sometimes caught the gentle fragrance of the primrose, eldest daughter of the spring; all his senses were gratified, and all care was banished from his heart.—EXTRACT.

LESSON 8.

Omar, the son of Hassan, had passed seventy-five years, in honor and prosperity. The favor of three successive califs had filled his house with gold and silver; and wherever he appeared, the benedictions of the people proclaimed his passage.

Terrestrial happiness is of short continuance. The brightness of the flame is wasting its fuel; the fragrant flower is passing away in its own odors. The vigor of Omar began to fail; the curls of beauty fell from his head; strength departed from his hands, and agility from his feet. He gave back to the calif the keys of trust, and the seals of secrecy; and sought no other pleasure for the remains of life, than the converse of the wise, and the gratitude of the good.

The powers of his mind were yet unimpaired. His chamber was filled with visitants, eager to catch the dictates of experience, and officious to pay the tribute of admiration. Caled, the son of the viceroy of Egypt, entered every day early, and retired late. He was beautiful and eloquent. Omar admired his wit, and loved his docility. "Tell me," said Caled, "thou to whose voice nations have listened, and whose wisdom is known to the extremities of Asia, tell me how I may resemble Omar the prudent."—EXTRACT.

LESSON 9.

The midnight moon serenely smiles
O'er Nature's soft repose;
No low'ring cloud obscures the sky,
Nor ruffling tempest blows.
Now every passion sinks to rest,
The throbbing heart lies still;
And varying schemes of life no more
Distract the lab'ring will.—EXTRACT.

The trembling grove confessed its fright,
The wood-nymphs started at the sight;
The muses drop the learned lyre,
And to their inmost shades retire.
Howe'er, the youth with forward air,
Bows to the sage, and mounts the car.
The lash resounds, the coursers spring,
The chariot marks the rolling ring;
And gath'ring crowds, with eager eyes
And shouts, pursue him as he flies.

*One fourth of a Roman mile. †Doubtful—though in accordance with History.

Triumphant to the goal returned,
 With nobler thirst his bosom burned,
 And now along the indented plain,
 The self-same track he marks again,
 Pursues with care the nice design,
 Nor ever deviates from the line.
 Amazement seized the circling crowd;
 The youths with emulation glowed;
 Ev'n bearded sages hailed the boy;
 And all but Plato gazed with joy.—EXTRACT.

LESSON 10.

Remote from cities lived a swain,
 Unvexed with all the cares of gain;
 His head was silvered o'er with age,
 And long experience made him sage.
 In summer's heat and winter's cold,
 He fed his flock and penned the fold;
 His hours in cheerful labor flew,
 Nor envy nor ambition knew;
 His wisdom and his honest fame
 Through all the country raised his name.

A deep philosopher (whose rules
 Of moral life were drawn from schools)
 The shepherd's homely cottage sought,
 And thus explored his reach of thought:
 "Whence is thy learning? Hath thy toil
 O'er books consumed the midnight oil?
 Hast thou old Greece and Rome surveyed
 And the vast sense of Plato weighed?
 Hath Socrates thy soul refined?
 And hast thou fathomed Tully's mind?
 Or, like the wise Ulysses, thrown,
 By various fates, on realms unknown,
 Hast thou through many cities strayed,
 Their customs, laws, and manners weighed?"

The shepherd modestly replied,
 "I ne'er the paths of learning tried;
 Nor have I roamed in foreign parts,
 To read mankind, their laws and arts;
 For man is practised in disguise,
 He cheats the most discerning eyes."—EXTRACT.

LESSON 11.

PARAPHRASE ON THE TWENTY-THIRD PSALM.

The Lord my pasture shall prepare,
 And feed me with a shepherd's care;
 His presence shall my wants supply,
 And guard me with a watchful eye;
 My noon-day walks he shall attend,
 And all my midnight hours defend.
 When in the sultry glebe I faint,
 Or on the thirsty mountains pant:
 To fertile vales, and dewy meads,
 My weary wand'ring steps he leads;
 Where peaceful rivers, soft and slow,
 Amid the verdant landscape flow.
 Though in the paths of death I tread,
 With gloomy horrors overspread,
 My steadfast heart shall fear no ill,
 For thou, O Lord, art with me still;
 Thy friendly crook shall give me aid,
 And guide me through the dreadful shade.
 Though in a bare and rugged way,
 Through devious, lonely wilds I stray,
 Thy bounty shall my pains beguile;

The barren wilderness shall smile,
 With sudden greens and herbage crowned,
 And streams shall murmur all around.—ADDISON.

LESSON 12.

A few examples, in which the same word, differently situated or applied, becomes different parts of speech.

Damp air is injurious to health.
 Guilt sheds a *damp* upon our sprightliest hours.
 Let no disappointment *damp* your enterprise.
 Every being loves its *like*.
 The gospel makes *like* promises to all.
 I *like* to see every human being happy.
 You should acquit yourselves *like* men.
 Those *that* would excel, must be attentive.
 I wish *that* that idea might be forcibly impressed.
 I wish *that* he would lend me *that* book *that* you sold him.
 I will submit, *for* submission brings peace.
 It is *for* our health to be temperate.
 We all *hope* to be happy hereafter.
Hope is the last thing that dies in man.
 After a *calm*, we may expect a storm.
 It is easier to prevent passion than to *calm* it.
 A *calm* evening often succeeds a stormy day.
Still waters are commonly the deepest.
 We should endeavor to *still* the angry passions.
 They are *still* afraid, though out of all danger.
 They returned *before* we expected them.
 She rode *before* her brother on a horse.
 He *provided* money for his journey.
 I will go, *provided* he will accompany me.
 It is *much* more blessed to give than to receive.
Much money has been expended to little purpose.
 Where *much* is given, *much* will be required.
 The *fair* was numerously attended.
 His character is *fair* and honorable.
 The *hail* was very destructive.
 We *hail* you as friends and brothers.
 He has served them with his *utmost* ability.
 When we do our *utmost*, no more is required.
Little things appear great to *little* minds.
Little do the gay think of the misery around them.
 The scholars are employed in a very useful *study*.
 The industrious scholars *study* grammar.
To-morrow may be better weather than *to-day*.
 I read *to-day*, but I shall write *to-morrow*.
Mind what is dictated by Infinite Wisdom.
 Cultivate your *mind*, it will render old age happy.

BENTLEY.

LESSON 13.

GRATITUDE.

When all thy mercies, O my God,
 My rising soul surveys;
 Transported with the view, I'm lost
 In wonder, love, and praise.

Oh how shall words, with equal warmth,
 The gratitude declare,
 That glows within my ravish'd heart!
 But thou canst read it there.

Thy providence my life sustained,
 And all my wants redress'd,
 When in the silent womb I lay,
 And hung upon the breast.

To all my weak complaints and cries,
Thy mercy lent an ear,
Ere yet my feeble thoughts had learned
To form themselves in prayer.

Unnumbered comforts to my soul
Thy tender care bestowed,
Before my infant heart conceived
From whence those comforts flowed.

When in the slipp'ry paths of youth,
With heedless steps I ran,
Thine arm, unseen, conveyed me safe,
And led me up to man.

Through hidden dangers, toils and death,
It gently cleared my way,
And through the pleasing snares of vice,
More to be feared than they.

When worn with sickness, oft hast thou
With health renew'd my face;
And when in sin and sorrow sunk,
Reviv'd my soul with grace.

Thy bounteous hand with worldly bliss
Has made my cup run o'er,
And in a kind and faithful friend
Has doubled all my store.

Ten thousand thousand precious gifts
My daily thanks employ;
Nor is the least a cheerful heart,
That tastes those gifts with joy.

Through every period of my life
Thy goodness I'll pursue;
And after death, in distant worlds,
The glorious theme renew.

When nature fails, and day and night
Divide thy works no more,
My ever grateful heart, O Lord,
Thy mercy shall adore.

Through all eternity, to Thee
A joyful song I'll raise;
For, O, eternity's too short,
To utter all thy praise.—ADDISON.

LESSON 14.

ON PRIDE.

Of all the causes which conspire to blind
Man's erring judgment, and misguide the mind,
What the weak head with strongest bias rules,
Is Pride, the never-failing vice of fools.
Whatever Nature has in worth denied,
She gives in large recruits of needful pride;
For, as in bodies, thus in souls we find
What wants in blood and spirits, swell'd with wind.
Pride, where wit fails, steps in to our defence,
And fills up all the mighty void of sense.
If once right reason drives that cloud away,
Truth breaks upon us with resistless day.
Trust not yourself; but, your defects to know,
Make use of ev'ry friend—and ev'ry foe.
A little learning is a dangerous thing;
Drink deep, or taste not the Pierian spring.

There shallow draughts intoxicate the brain,
And drinking largely sobers us again.
Fir'd at first sight with what the Muse imparts,
In fearless youth we tempt the heights of arts,
While from the bounded level of our mind,
Short views we take, nor see the lengths behind;
But more advanc'd, behold, with strange surprise,
New distant scenes of endless science rise.
So, pleas'd at first, the towering Alps we try,
Mount o'er the vales, and seem to tread the sky;
Th' eternal snows appear already past,
And the first clouds and mountains seem the last;
But those attain'd, we tremble to survey
The growing labors of the lengthen'd way;
Th' increasing prospect tires our wand'ring eyes,
Hills peep o'er hills, and Alps on Alps arise.

What conscience dictates to be done,
Or warns me not to do;
This, teach me more than hell to shun,
That, more than heaven pursue.—POPE.

LESSON 15.

SELFISHNESS REPROVED.

Has God, thou fool! work'd solely for thy good,
Thy joy, thy pastime, thy attire, thy food?
Who for thy table feeds the wanton fawn,
For him as kindly spreads the flow'ry lawn.
Is it for thee, the lark ascends and sings?
Joy tunes his voice, joy elevates his wings.
Is it for thee, the linnet pours his throat?
Loves of his own, and raptures, swell the note.
The bounding steed you pompously bestride,
Shares with his lord the pleasure and the pride.
Is thine alone the seed that strews the plain?
The birds of heav'n shall vindicate their grain.
Thine the full harvest of the golden year?
Part pays, and justly, the deserving steer.
The hog, that ploughs not, nor obeys thy call,
Lives on the labors of this lord of all.
Know, Nature's children all divide her care;
The fur that warms a monarch, warm'd a bear.
While man exclaims, "See all things for my use!"
"See man for mine!" replies a pamper'd goose.
And just as short of reason he must fall,
Who thinks all made for one, not one for all.
Grant that the pow'rful still the weak control;
Be man the wit and tyrant of the whole;
Nature that tyrant checks; he only knows,
And helps another creature's wants and woes.
Say, will the falcon, stooping from above,
Smit with her varying plumage, spare the dove?
Admires the jay the insect's gilded wings?
Or hears the hawk when Philomela sings?
Man cares for all; to birds he gives his woods,
To beasts his pastures, and to fish his floods.
For some his int'rest prompts him to provide,
For more his pleasure, yet for more his pride.
All feed on one vain patron, and enjoy
Th' extensive blessings of his luxury.
That very life his learned hunger craves,
He saves from famine, from the savage saves;
Nay, feasts the animal he dooms his feast;
And, till he ends the being, makes it blest;
Which sees no more the stroke, nor feels the pain,
Than favor'd man by touch ethereal slain.

The creature had his feast of life before ;
Thou, too, must perish when thy feast is o'er.—POPE.

LESSON 16.

PROVIDENCE VINDICATED IN THE PRESENT STATE OF MAN.

Heav'n from all creatures hides the book of fate,
All but the page prescrib'd their present state ;
From brutes what men, from men what spirits know,
Or who could suffer being here below ?
The lamb thy riot dooms to bleed to-day,
Had he thy reason, would he skip and play ?
Pleas'd to the last, he crops the flow'ry food,
And licks the hand just rais'd to shed his blood.
Oh, blindness to the future ! kindly given,
That each may fill the circle mark'd by Heav'n ;
Who sees with equal eye, as God of all,
A hero perish, or a sparrow fall ;
Atoms or systems into ruin hurl'd,
And now a bubble burst, and now a world.

Hope humbly then ; with trembling pinions soar ;
Wait the great teacher Death ; and God adore.
What future bliss, he gives not thee to know,
But gives that hope to be thy blessing now.
Hope springs eternal in the human breast,
Man never is, but always TO BE blest :
The soul, uneasy, and confin'd from home,
Rests and expatiates in a life to come.
Lo, the poor Indian ! whose untutor'd mind
Sees God in clouds, or hears him in the wind ;
His soul proud science never taught to stray

Far as the Solar Walk or Milky Way ;
Yet simple nature to his hope has giv'n,
Behind the cloud-topt hill, an humbler heav'n ;
Some safer world in depth of woods embrac'd,
Some happier island in the wat'ry waste,
Where slaves once more their native land behold,
No fiends torment, no Christians thirst for gold.
To BE contents his natural desire ;
He asks no angel's wing, no seraph's fire ;
But thinks, admitted to that equal sky,
His faithful dog shall bear him company.

Go, wiser thou ! and in thy scale of sense,
Weigh thy opinion against Providence ;
Call imperfection what thou fanciest such,
Say here he gives too little, there too much.
In pride, in reas'ning pride, our error lies :
All quit their sphere, and rush into the skies.
Pride still is aiming at the blest abodes,
Men would be angels, angels would be gods ;
Aspiring to be gods, if angels fell,
Aspiring to be angels, men rebel ;
And who but wishes to invert the laws
Of ORDER, sins against th' ETERNAL CAUSE.—POPE.

ADDRESSED TO ALL YOUNG LADIES AND GENTLEMEN WHO
MAY STUDY THIS BOOK.

" Labor for learning before you're too old ;
As knowledge is better than *silver* or *gold* ;
For *silver* and *gold* will vanish away,
But learning's a *jewel* that never'll decay."

BOOK SECOND.

GRAMMAR is the art of speaking and writing correctly. It is divided into four parts:—Orthography, Etymology, Syntax and Prosody. ORTHOGRAPHY teaches the nature and powers of letters, and the just method of spelling words.

ETYMOLOGY treats of the different sorts of words, their various modifications, and their derivation.

SYNTAX treats of the agreement, government, and proper arrangement of words and sentences.

PROSODY treats of the just pronunciation of words, and the laws of versification.

ORTHOGRAPHY.

A LETTER is the first principle, or least part of a word.

There are twenty-six letters in the English language, called the English Alphabet, namely, *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z*; and these are divided into vowels and consonants.

A vowel is a letter which makes a full and distinct sound of itself.

The vowels are *a, e, i, o, u*; and *w* and *y* are considered as vowels, except at the beginning of words.

A consonant is a letter which cannot make a distinct sound, without the help of a vowel. All letters except the vowels are consonants.

Consonants are sometimes divided into *mutes* and *semivowels*.

The mutes cannot be sounded *at all* without the help of a vowel. They are, *b, p, t, d, h*, and *c* and *g* hard.

The *semivowels* have an imperfect sound of themselves. They are *f, l, m, n, r, v, s, z, x*, and *c* and *g* soft.

Four of the semivowels, namely, *l, m, n, r*, are also distinguished by the name of *liquids*, from their readily uniting with other consonants, and flowing, as it were, into their sounds.

A diphthong is the union of two vowels in one syllable; as, *ou* in *sound*.

A triphthong is the union of three vowels in one syllable; as, *eau* in *beauty*.

A proper diphthong is that in which both the vowels are sounded; as, *oi* in *voice*.

An improper diphthong has but one of the vowels sounded; as, *ea* in *eagle*.

SOUNDS OF THE LETTERS.

A.

A has five sounds. *First*, the long slender English sound, as in *fate, paper*, &c.: *Second*, the long Italian sound, as in *far, father, pa-pa, ma-ma*: *Third*, the broad German sound, as in *fall, wall, wa-ter*: *Fourth*, the short Italian sound, as in *fat, mat, marry*: *Fifth*, the long sound before *r*, as in *care, fare, pare*.* The long Italian sound of *a* is often styled the *middle* sound.

*Although WALKER makes no difference in the sound of *a* in *Mayor* and *mare*,—*payer* [one who pays] and *pair*,—*prayer* [one who prays] and *prayer* [a petition]—yet there is obviously a great difference; and I have taken the liberty of giving the *Fifth* sound of *a*, as above.

There are two cases in which *a* varies from the above description; first, *a* in *cedar* and *liar* sounds like *u* short. Second, *a* in *cabbage, fruitage*, sounds like *i* short.

Aa in proper names, generally, sounds like *a* short; as in *Balaam, Canaan, Isaac*; but not in *Baal, Gaal*.

Ae has the sound of long *e*. It is often found in Latin words. Some authors retain this form; as, *ænigma, æquator, Æsop*, &c.; but others have laid it aside, and write *enigma, Cesar, Eneas*, &c.

Ai has the sound of *a* long *First*,† as in *paid*; of *a* long *Fifth*,

† *A* long *First* and *a* long *Fifth*, denote the *first* and *fifth* sound of *a*.

as in *air*; of a short, in *railery*; of *e* short, in *said*, *saith*, *again*, *waistcoat*.

Ao has the sound of a long *First*, as in *gaol*, pronounced *jale*.

Au sounds like a long *First*, in *guage*; like a middle, in *aunt*, *jaunt*; and like a broad, in *laud*, *fraud*, *sauce*, *saucy*. It has the sound of long *o*, in *hautboy*; and that of *o* short, in *laurel*, *laudanum*, &c.

Aw has always the sound of broad *a*; as in *bawl*, *scrawl*, *dawn*, *fawn*, *pawn*.

Ay, like its near relation *ai*, has the sound of a long *First*, as in *day*, *pray*, *delay*; and of short *e* in *says*.

B.

B has but one unvaried sound, at the beginning, middle, and end of words; as in *baker*, *number*, *rhubarb*. It is silent before *t*, and after *m*, in the same syllable; as, *lamb*, *debt*, *subtle*. In other words, besides being silent, it lengthens the syllable; as in *climb*, *comb*, *tomb*.

C.

C has two sounds; *hard* like *k*, and *soft* like *s*. It is always sounded like *k* before *a*, *o*, and *u*; as in *cat*, *cot*, *cut*,—and like *s* before *e*, *i*, and *y*; as in *cent*, *cider*, *cypher*. It is also sounded like *k* before *l*, *r*, and *t*; as in *cloth*, *tract*, *craft*. When *c* ends a word, or syllable, it is always hard, as in *music*, *flaccid*, *siccify*, pronounced *mu-sik*, *flak-sid*, *sik-sity*. It has sometimes the sound of *sh*; as in *ocean*, *social*.

C is silent in some words, as in *Czar*, *victuals*, *indict*.

Ch is commonly sounded like *tsh*; as in *church*, *chin*, *chaff*, *charter*: but in words derived from the Greek, it has the sound of *k*; as in *chymist*, *scheme*, *chorus*, *chyle*, *distich*: and in foreign names; as, *Achish*, *Baruch*, *Enoch*, &c. It sounds like *sh*, after *l*, or *n*; as, *filch*, *branch*, and in words derived from the French; as in *chaise*, *chagrin*, *chevalier*, *machine*. *Ch* in *arch*, before a vowel, sounds like *k*; as in *archangel*, *Archipelago*, *architect*, *archives*, *archetype*; except in *arched*, *archery*, *archer*, *archenemy*: but before a consonant it always sounds like *tch*; as in *archbishop*, *archduke*, *archpresbyter*, &c. In *choir*, and *chorister*, the *ch* is pronounced like *qu*; in *ostrich*, like *dgde*, as if spelled *ostridge*. *Ch* is silent in *schedule*, *schism*, and *yacht*; pronounced *seddule*, *sizm*, and *yot*.

D.

D has one uniform sound, as in *day*, *red*; unless it may be said to take the sound of *t*, in *stuffed*, *stripped*, &c., pronounced *stufst*, *stript*, &c.

D, like *t*, to which it is so near related, when it comes after the accent, and is followed by the diphthongs *ie*, *io*, *ia*, or *eou*, slides into *gzh*, or the consonant *j*:* thus *soldier*, *grandeur*, are pronounced as if written *sol-fer*, *gran-jeur*; and *verdure*, (where it must be remembered that *u* is a diphthong,) as if written *ver-jure*; and for the same reason, *education* is elegantly pronounced *ed-jucation*, although the accent comes after the *d*. But *duke* and *reduce*, pronounced *juke* and *re-juce*, where the accent is after the *d*, cannot be too much reprobated.

E.

E has two sounds. First, the long sound, as in *me*, *here*, *me-tre*, *me-divin*: Second, the short sound, as in *met*, *let*, *get*.

E has a number of irregular sounds. It sounds like a long *First*, as in *they*, *whew*; like a long *Fifth*, as in *there*, *where*, and *e'er*; like a middle, in *clerk*, *sergeant*, &c.; like *i* short, in *yes*, *England*, *praises*, *faces*, &c.; like *u* short, in *her*, and the unaccented termination *er*, as in *reader*. *E* is always silent at the end of a word, except in monosyllables that have no other vowel; as *he*, *me*, *she*; or in words derived from the Greek; as, *catastrophe*,

* This rule is not universal. We are generally agreed in aspirating the *d* in *comedian*, and pronounce it *comejean*: but few, if any, can be found, who aspirate in *trajedian*, and pronounce it as if written *trajejean*.

epitome. It softens the foregoing consonants, and lengthens the preceding vowels; as, *force*, *rage*, *robe*.

Ea has the sound of a long *First*, as in *great*, *steak*; of a long *Fifth*, as in *bear*, *pear*, *sweat*, *wear*; of a middle, in *dearn*, *heart*, *hearth*; of *e* long, as in *eat*, *beat*, *deacon*, *treason*, *plead*, *bohea*; and *e* short, in *head*, *bread*, *cleanly*, &c.

Eau has the sound of long *o*; as in *beau*, *flambeau*, *portmanteau*. In *beauty* and its compounds, it has the sound of long *u*.

Ee sounds like *e* long, as in *seek*, *sweet*; and like *i* short, in *been*.

Ei sounds like a long *First*, in *vein*, *reign*, *feign*, *deign*, *reigns*, *eight*, *weight*, *veil*, *streight*, *freight*, *feint*, *skein*, *neigh*, &c.; like a long *Fifth*, in *heir*, *their*; like *e* long, in *ceil*, *seize*, *fiend*, *deceit*, *either*, *neither*, *leisure*, *obedience*; like *e* short, in *heifer*; like *i* long, in *height*, *sleight*; like *i* short, in *teint*, *forfeit*, *surfeit*, *sovereignty*, &c.

Eo sounds like *e* long, in *people*; like *e* short, in *leopard*, *jeopardy*; and in the law terms, *feoffee*, *feoffer*, *feoffment*; like *o* long, in *yeoman*; and like *u* short, in *surgeon*, *sturgeon*, *dudgeon*, *gudgeon*, &c.

Eu sounds like *u* long, in *feud*, *deuce*, *eulogy*, *pleurisy*. When it follows *r*, it sounds like *oo*; as in *rheum*, *rheumatism*.

Ew sounds like *u* long, in *few*, *new*, *dew*, &c., pronounced *fu*, *du*, *nu*; and after *j*, *r*, or *ch*, it sounds like *oo*; as in *Jew*, *crew*, *chew*; like *o* long, in *sew*, *shew*, *strew*, *shewn*, *shewbread*.

Ey, when the accent is on it, is always sounded like a long *First*, as in *Bey*, *Dey*, *grey*, *prey*, *they*, *trety*, *whew*, *obey*, *convey*, *survey*, *purvey*, &c., except in *key*, *ley*, where it sounds like *e* long. When this diphthong is unaccented, it takes the sound of long *e*; as, *alley*, *valley*, *barley*. *Eye* sounds like *i* long.

F.

F has always the same sound; as in *fair*; except in *of*, where it sounds like *v*.

G.

G, like *C*, has two sounds, a hard and a soft one; hard, as in *gay*, *go*; soft, like *j*, as in *gentle*, *giant*. It has generally its soft sound before *e*, *i*, and *y*. In other situations, it has, generally, its hard sound, except when preceded by *d*, or followed by *e*. It is silent when it comes before *m* or *n*; as in *reign*, *gnat*, *foreign*, *assign*, *arraign*, &c.

Gh, at the beginning of a word, has the sound of the hard *g*; as, *ghost*, *ghastly*, *aghost*, *gherkin*; in the middle, and, sometimes, at the end, it is quite silent; as in *right*, *high*, *plough*, *mighty*. At the end, it has often the sound of *f*; as in *laugh*, *cough*, *tough*, *enough*, *rough*; or like *k*, in *hough*, *lough*, *shough*, pronounced *hock*, *lock*, *shock*. Sometimes the *g* only is sounded; as in *burgh*, *burgher*.

Gn, at the end of a word, or syllable accented, gives the preceding vowel a long sound; as in *resign*, *impugn*, *oppugn*, *impregn*, *impugned*; pronounced *impune*, *imprene*, &c.

H.

H does not represent any particular sound, but is a mere effort of the breath, which modifies the sound of the following vowel; as *horse*, *heave*, *hat*. It is always silent after *r*, and, frequently, when preceded by a vowel; as, *rhetoric*, *rhyme*, *rhapsody*, *myrrh*, *forehead*. *H* final, preceded by a vowel, is always silent; as, *ah*! *hah*! *oh*! *foh*! *Sarah*, *Mesiah*. At the beginning of words, it is always sounded, except in *heir*, *heïress*, *honest*, *honesty*, *honor*, *honorable*, *herb*, *herbage*, *hospital*, *hostler*, *hour*, *humble*, *humor*, *humorous*, *humorsome*.

I.

I has two sounds. First, the long diphthongal sound; as in *pine*, *title*: Second, the short simple sound; as in *pin*, *tit-tle*. It has a number of irregular sounds. Before *r*, it often sounds like *u* short, as in *first*, *flirt*, *sir*. In some words it has the sound of *e* long; as in *fatigue*, *caprice*, *tontine*, *machine*, *bombazine*, *magazine*. In a few words, it sounds like short *a*; as in *sirrah*.

Ia is frequently sounded like *ya*; as in *Christian, filial, pondiard*; pronounced *Christ-yan*, &c. It has sometimes the sound of short *i*; as in *carriage, marriage, Parliament*.

Ie sounds like *e* long, in *fiend, griever, thief, fief, liege, chief, field, grenadier*; like *e* short, in *friend, tierce*; like *i* long, in *die, hic, lie, pie, tie, vie*; like *i* short, in *sieve*.

Iey and *iew*, have the sound of long *u*; as in *lieu, view, adieu, purlieu*. In one word, *lieutenant*, these letters are pronounced like short *e*; as if written *lev-tenant*.

Io, when the accent is upon the first vowel, forms two distinct syllables; as, *priory, violet, violent*. The terminations *tion*, and *sion*, are sounded exactly like the word *shun*, except when the *t* is preceded by *s* or *x*; as in *question, digestion, combustion, mixtion*, &c.

Iou is sometimes pronounced distinctly in two syllables; as in *bilious, carious, abstemious*: but these vowels often coalesce into one syllable, pronounced like *shus*; thus, *precious, factious, noxious*, are sounded as if written *presh-us, fac-shus, nok-shus*.

J.

J sounds exactly like soft *g*; except in *hallelujah*, where it has the sound of *y*. It is never silent.

K.

K has exactly the sound of hard *c*, and is used before *e* and *i*, where, according to English analogy, *c* would be soft; as, *kept king, skirts*. It is silent before *n*, as in *knife, know, knell, knocker*. It is sometimes double in proper names; as, *Akkub, Bukkiah, Habakkuk*, &c.; but *c* is used before it, to shorten the vowel by a double consonant; as, *cockle, pickle, sucker*.

L.

L has always a soft liquid sound; as in *love, billow, quarrel*.

Some irregularities attend this letter. It has the power of *r* in *colonel*, and is generally silent before *f, k, m*, and *v*, when preceded by *a*; as in *half, calf, behalf, talk, chalk, walk, folks, psalm, salmon, almond, calve, halve*. It is silent in *halser, chaldron, falcon*, &c., and in the auxiliary verbs *could, would, should*. The custom is to double the *l* at the end of monosyllables; as, *mill, will, fall*; except when a diphthong precedes it as, *hail, toil, soil*.

Le, at the end of words, is pronounced like a weak *el*; in which *e* is almost silent; as, *table, shuttle*.

M.

M has always the same sound: as, *murmur, monumental*; except in *comptroller*, which is pronounced *controller*.

N.

N has two sounds: the one simple and pure; as in *man, net*, &c.; the other compounded and mixed like *ng*, as in *hang, thank*. The latter sound is heard when it is followed by *c* hard, *g, k, q*, or *x*; as in *concord, anger, blanket, conquer, lynx*.

N is silent when it ends a syllable, and is preceded by *l* or *m*; as, *kiln, hymn, limn, solemn, column, autumn, condemn, condemn*.

O.

O has four sounds. First, the long open sound; as in *no, note, notion*. Second, the long close sound; as in *move, prove*, which corresponds to the double *o*: Third, the long broad sound; as in *nor, for, or*: Fourth, the short broad sound; as in *not, hot, got*. The long close sound of *o* is often styled the middle sound.

Oa sounds like *o* long, in *moat, boat, coat, oat*, &c.; and like *a* broad, in *groat, broad, abroad*, &c.

Oe sounds like *o* long, in *doe, roe, foe, toe*; like *oo* in *canoe, shoe*, &c.; like *u* short, in *does*. It has sometimes the sound of long *e*; as in *Phenix, fetus, Antæci*; and sometimes of short *e*; as in *economics, acumenical*.

Oi has almost universally the double sound of a broad and *e* long united; as in *boil, spoil, toil, oil, soil, joint, point, anoint*; which should never be pronounced as if written *bile, spile*, &c.

Oo almost always preserves its regular sound; it is pronounced long, as in *moon, soon, fool, rood, food, mood*, &c. This is its regular sound. It sounds like *o* long, in *door, floor*, pronounced *dore, flore*: like *u* middle, in *wool, wood, good, hood, foot, stood, understood, withstood*, &c., and like *u* short, in *blood, flood*.

Ou has seven different sounds. The first and proper sound is equivalent to *ow* in *down*; as in *bound, found, surround*, &c. The second is that of short *u*; as in *enough, cousin, double, trouble, adjourn, journey, touchy, courage, encourage, couple, scourge, flourish, nourish, southern, southward, country, famous*, &c. The third is that of *oo*; as in *soup, youth, bouse, bousy, surtout, croup, group, uncouth, wound*, (a hurt,) *thoroughly, you, your, amour, paramour, tour, tournament, rendezvous, accoutre, billetedoux*, &c. The fourth is that of long *o*; as in *though, although, coultter, court, poultice, soul, source, resource, mourn, bourn, shoulder, borough, thorough*, &c. The fifth is like the noun *awe*, and is heard only in *ought, bought, brought, sought, besought, fought, nought, thought, methought, wrought*. The sixth sound is that of short *oo*, or the middle *u*, as heard only in the auxiliary verbs *could, would, should*, rhyming with *good, hood, stood*. The seventh sound is that of short *o*, and heard only in *cough* and *trough*, pronounced *cof, trof*; and in *lough, shough*, pronounced *lock* and *shock*.

Ow is generally sounded like *ou* in *thou*; as in *vow, now, how, cow, sow, clown, frown, town, crown, drown, power, powder, vowel, provess*. It sounds like *o* long, in *grow, blow, show, know, snow, flown, growth, low, below, owner, bestower*, &c.

Oy is but another form for *oi*, and is pronounced exactly like it.

P.

P has but one sound, as in *pen*. It is silent before *s*, and also before *t*, when preceded by *m*, as in *psalter, empty*.

Ph is generally sounded like *f*; as in *philosophy, phantom*, &c. In *nephew* and *Stephen*, it has the sound of *v*. In *diphthong*, and *triphthong*, the sound of *p* only is heard; in *phthisis, phthisic*, and *phthisical*, both letters are silent. In *sapphire*, the first *p* slides into *ph*.

Q.

Q has always the sound of *k*. It is constantly followed by *u*, pronounced like *w*; and its general sound is heard in *quack, quill, queen*, &c., pronounced *kwack, kwill, kween*, &c.

Qu is sometimes sounded like *k*; as in *conquer, liquor*, pronounced *konkur*, &c.

R.

R has two sounds, one rough, as in *Rome, rage*; the other smooth, as in *bard, card*.

Re, at the end of many words, is pronounced like a weak *er*; as in *theatre, sepulchre, massacre*.

S.

S has two different sounds; one a sharp, hissing sound, at the beginning of words; as *saint, sister, sell, sun*; the other, a soft and flat sound, like *z*; as in *is, his, was, these, those, commas*. At the end of words it generally takes the soft sound. It sounds like *z*, before *ion*, if a vowel go before it; as, *intrusion*; but like *s* sharp, if a consonant precede it; as, *conversion*. These two sounds, accompanied by the aspirate, or *h*, form all the varieties which are found in authors upon this letter. *S* is silent in *isle, island, aisle, viscount, demesne*.

Sc has the power of *sk*, before *a, o, u*, and *r*; as in *scale, scoff, sculpture, scribble*; like soft *s*, before *e, i*, and *y*; as in *scene, science, Scythian*.

T.

T generally sounds as in *take, temper*. *T* before *u*, where the accent precedes, sounds like *tch*, or *tsh*; as in *nature, virtue*, pro-

nounced as if written, *na-tshure*, or *na-tchure*, *virtshue*, or *virtchue*. The same may be observed of *t*, when followed by *eu*, or *uou*; as in *righteous*, *piteous*, *plenteous*, *unctuous*, *presumptuous*, &c., pronounced *right-cheous*, *pit-cheous*, *plen-tcheous*, *ang-tchuous*, *presump-tchuous*, &c. Nor is this tendency of *t* before long *u* found only where the accent immediately precedes; for we hear the same aspiration in this letter in *spiritual*, *spirituous*, *signature*, *ligature*, *forfeiture*, as if written *spiritshual*, *spiritshuous*, &c., where the accent is two syllables before these letters; and the only termination which seems to refuse this tendency of the *t* to the aspiration, is that in *tude*; as *latitude*, *longitude*, *multitude*, &c.

Ti before a vowel, preceded by *s*, *x*, or *n*, has the sound of *tch*, or *tsh*; as in *bestial*, *celestial*, *frontier*, *admixture*, &c., pronounced *best-chial*, *celes-tchial*, *fron-tcheer*, *admix-tchion*; but when not preceded by *s*, *x*, or *n*, it sounds like *sh*; as in *nation*, *patient*, *notion*; except in such words as *tierce*, *tiara*, &c., and excepting also derivatives from words ending in *ty*; as, *mighty*, *mightier*; *I pity*, thou *pitiest*, he *pities*; *twentieth*, *thirtieth*, &c.

T is silent when preceded by *s*, and followed by the abbreviated terminations *en* and *le*; as in *hasten*, *chasten*, *fasten*, *listen*, *christen*, *moisten*, *castle*, *nestle*, *wrestle*, *thisle*, *whistle*, *epistle*, *apostle*, *bustle*, &c., which are pronounced as if written *hace'n*, *chace'n*, *cassle*, *nes-sle*, &c. In *often*, and *soften*, the *t* is silent: also, in *mortgage*, *bank-ruptcy*.

Th has two sounds, one soft and flat; as, *thus*, *whether*, *hither*, *thither*, &c.; the other sharp; as, *breath*, *thick*, *throne*, *panther*, *ethics*, *Thursday*. *Th* is sometimes pronounced like simple *t*; as, *Thom-as*, *thyme*, *Thames*, *asthma*, &c.

U.

U has three sounds. First, the long diphthongal sound; as in *tube*, *cube*, *cubic*; Second, the short simple sound; as in *tub*, *cup*, *sup*; Third, the middle, or obtuse sound; as in *bull*, *full*, *pull*: In this sound we do not pronounce the latter part of *u* quite so long as the *oo* in *pool*, nor so short as the *u* in *dull*; but with a middle sound between both, which is the true short sound of the *oo* in *coo* and *woo*, as may be heard by comparing *woo* and *wool*; the latter of which is a perfect rhyme to *bull*.

U has some irregular sounds. When *u* accented follows *r*, or *ch*, in the same syllable, it sometimes has the long sound of *oo*; as in *true*, *rule*. It has the sound of *e* short, in *bury*, and *burial*; pronounced *berry*, *berrial*; and of *i* short, in *business*; pronounced *biz-ness*.

Ua sounds like *wa*, in *assuage*, *persuade*, *antiquary*; like middle *a*, in *guard*, *guardian*, *guarantee*.

Ue sounds like *u* long, in *chue*, *cue*, *due*, *blue*, *true*, *flue*, *pursue*, &c., like *we* in *quench*, *querist*, *conquest*, &c. In a few words it is pronounced like *e* short; as in *quest*, *guess*. In some words it is entirely sunk; as in *antique*, *oblique*, *prorogue*, *catalogue*, *dialogue*, &c.

Ui sounds like *u* long, in *suit*, *sluice*, *juice*, *pursuit*, &c. When *ui* follows *b* or *g*, the *u* is silent, and the *g* has its hard sound; as in *guide*, *guile*, *guild*, *build*, *guilt*, *disguise*, *beguile*, *guinea*, &c.; It

sounds like *wi*, in *languid*, *anguish*, *quickly*, *extinguish*, &c.; like *oo* in *fruit*, *bruise*, *recruit*, &c.

Uo sounds like *wo*; as in *quote*, *quorum*, *quondum*, &c.

Uy has the sound of long *e*; as in *obloquy*, *soliloquy*; pronounced *obloquee*, &c., except *buy*, and its derivatives.

Uai has the sound of *wa*; as in *quail*, *quaint*, *acquaintance*.

Uea and *uee* sound like *wee*; as in *squeak*, *squeal*, *squeamish*, *squeeze*, *queer*, &c.

Uoi and *uoy* sound like *woi*; as in *quoif*, *quoiffure*, *quoit*, *quoin*, and *buoy*.

V.

V has the sound of flat *f*; and bears the same relation to it as *z* does to *s*. It has one uniform sound, as in *voice*, *vanity*, *love*; and if ever silent, it is in the word *twelvemonth*, where both that letter and the *e*, are, in colloquial pronunciation, generally dropped, as if written *twel'month*.

W.

W, when a consonant, has nearly the sound of *oo*; as, *water* resembles *oater*. *W* before *h* is pronounced as if it were after the *h*; as in *why*, *when*; pronounced *hw*, *hwen*.

W before *r* is always silent; as in *wrack*, *wrangle*, *wrap*, *wrath*, &c., and before *h* and the vowel *o*, when long, as *whole*, *who*, &c., pronounced *hole*, *hoo*, &c. In *sword*, and *answer*, it is always silent: also in the preposition *toward*, and *towards*, pronounced as if written *toard*, and *toards*, rhyming with *hoard* and *hoards*; but in the adjectives and adverbs, *toward* and *towardsly*, *froward* and *frowardly*, the *w* is heard distinctly. It is sometimes dropped in the last syllable of *awkward*, as if written *aw kard*; but this pronunciation is vulgar. *W* is often joined to *o*, at the end of a syllable, without affecting the sound of that vowel; as, *crow*, *blow*, *grow*, *know*, *row*, *tow*, &c.

X.

X has three sounds, viz; It is sounded like *z* at the beginning of proper names of Greek original; as in *Xanthus*, *Xenophon*, *Xerxes*.

It has a sharp sound like *ks*, when it ends a syllable with the accent upon it; as, *exit*, *exercise*, *excellence*; or when the accent is on the next syllable, if it begin with a consonant; as, *excuse*, *extent*, *expense*.

It has, generally, a flat sound like *gz*, when the accent is not on it, and the following syllable begins with a vowel; as, *exert*, *exist*, *example*; pronounced, *egzert*, *egzist*, *egzample*.

Y.

Y, when a consonant, has always the same sound; as in *young*; but, as a vowel, it has different sounds. When it follows a consonant, and ends a word or syllable, it sounds like *i* long, as in *defy*, *tyrant*, *reply*, &c.; but when the accent does not fall on it, then it is sounded like *e* long, as *folly*, *vanity*.

Z.

Z sounds like the flat *s*; as in *freeze*, *frozen*, *brazen*.

OF SYLLABLES AND THE RULES FOR ARRANGING THEM.

A SYLLABLE is a sound, either simple or compounded, pronounced by a single impulse of the voice, and constituting a word, or part of a word; as *a*, *an*, *ant*.

Spelling is the art of rightly dividing words into their syllables, or of expressing a word by its proper letters.

The following are the general rules for the division of words into syllables.

1. A single consonant between two vowels, must be joined to the latter syllable; as, *de-light*, *bri-dal*, *re-source*; except the letter *x*; as, *ex-ist*, *ex-amine*: and except likewise words compounded; as, *up-on*, *un-even*, *dis-ease*.

2. Two consonants proper to begin a word, must not be separated; as, *fa-ble*, *sti-fle*. But when they come between two vowels,

and are such as cannot begin a word, they must be divided; as, *ut-most, un-der, in-sect, er-ror, cof-fin*,

3. When three consonants meet in the middle of a word, if they can begin a word, and the preceding vowel be pronounced long, they are not to be separated; as, *de-throne, de-stroy*. But when the vowel of the preceding syllable is pronounced short, one of the consonants always belongs to that syllable; as, *dis-tract, dis-prove, dis-train*.

4. When three or four consonants, which are not proper to begin a syllable, meet between two vowels, such of them as can begin a syllable belong to the latter, the rest to the former syllable; as,

ab-stain, com-plete, em-broil, dan-dler, dap-ple, con-strain, hand-some, parch-ment.

5. Two vowels, not being a diphthong, must be divided into separate syllables; as, *cru-el, de-ni-al, so-ci-e-ty*.

6. Compounded words must be traced into the simple words of which they are composed; as, *ice-house, glow-worm, over-power, never-the-less*.

7. Grammatical, and other particular terminations, are generally separated; as, *teach-est, teach-eth, teach-ing, teach-er, contend-est, great-er, wretch-ed, good-ness, free-dom, false-hood*.

OF WORDS IN GENERAL AND THE RULES FOR SPELLING THEM.

WORDS are articulate sounds, used by common consent, as signs of our ideas.

A word of one syllable is termed a Monosyllable; a word of two syllables, a Dissyllable; a word of three syllables, a Trisyllable; and a word of four or more syllables, a Polysyllable.

All words are either primitive or derivative.

A primitive word is that which cannot be reduced to any simpler word in the language; as, *man, good, content*.

A derivative word is that which may be reduced to another word in English of greater simplicity; as, *manful, goodness, contentment, Yorkshire*.*

The orthography of the English Language is attended with much uncertainty and perplexity. But a considerable part of this inconvenience may be remedied, by attending to the general laws of formation; and, for this end, the learner is presented with a view of such general maxims in spelling primitive and derivative words, as have been almost universally received.

RULE 1. Monosyllables ending with *f, l, or s*, preceded by a single vowel, double the final consonant; as, *staff, mill, pass*, &c. The only exceptions are, *of, if, as, is, has, was, yes, his, this, us, and thus*.

RULE 2. Monosyllables ending with any consonant but *f, l, or s*, and preceded by a single vowel, never double the final consonant; excepting *add, ebb, butt, egg, odd, err, inn, bunn, purr*, and *buzz*.

RULE 3. Words ending with *y*, preceded by a consonant, form the plurals of nouns, the persons of verbs, verbal nouns, past participles, comparatives, and superlatives, by changing *y* into *i*; as, *spy, spies; I carry, thou carriest, he carrieth, or carries; carrier, carried; happy, happier, happiest*.

The present participle in *ing*, retains the *y*, that *i* may not be doubled; as, *carry, carrying; bury, burying*, &c.

But *y*, preceded by a vowel, in such instances as the above, is not changed; as, *boy, boys; I cloy, he cloy, cloyed*, &c.; except in *lay, pay*, and *say*; from which are formed, *laid, paid, and said*; and their compounds, *unlaid, unpaid, unsaid*, &c.

RULE 4. Words ending with *y*, preceded by a consonant, upon assuming an additional syllable beginning with a consonant, commonly change *y* into *i*; as, *happy, happily, happiness*. But when *y*

is preceded by a vowel, it is very rarely changed in the additional syllable; as, *coy, coyly; boy, boyish, boyhood; annoy, annoyer, annoyance; joy, joyless, joyful*.

RULE 5. Monosyllables and words accented on the last syllable, ending with a single consonant preceded by a single vowel, double that consonant, when they take another syllable beginning with a vowel; as, *wit, witty; thin, thinnish; to abet, an abettor; to begin, a beginner*.

But if a diphthong precedes, or the accent is on the preceding syllable, the consonant remains single; as, *to toil, toiling; to offer, an offering; maid, maiden*, &c.

RULE 6. Words ending with any double letter but *l*, and taking *ness, less, ly*, or *ful*, after them, preserve the letter double; as, *harmlessness, carelessness, carelessly, stiffly, successful, distressful*, &c. But those words which end with double *l*, and take *ness, less, ly, ful*, after them, generally omit one *l*; as, *fulness, stillness, fully, skillful*, &c.

RULE 7. *Ness, less, ly*, and *ful*, added to words ending with silent *e*, do not cut it off; as, *paleness, guileless, closely, peaceful*; except in a few words; as, *duly, truly, awful*.

RULE 8. *Ment*, added to words ending with silent *e*, generally preserves the *e* from elision; as, *abatement, chastisement, incitement*, &c. The words *judgment, abridgment, acknowledgment*, are deviations from the rule.

Like other terminations, *ment* changes *y* into *i*, when preceded by a consonant; as, *accompany, accompaniment; merry, merriment*.

RULE 9. *Able* and *ible*, when incorporated into words ending with silent *e*, almost always cut it off; as, *blame, blamable; cure, curable; sense, sensible*; &c., but if *c* or *g* soft comes before *e* in the original word, the *e* is then preserved in words compounded with *able*; as, *change, changeable; peace, peaceable*, &c.

RULE 10. When *ing* or *ish* is added to words ending with silent *e*, the *e* is almost universally omitted; as, *place, placing; lodge, lodging; slave, slavish; prude, prudish*.

RULE 11. Words taken into composition, often drop those letters which were superfluous in the simple words; as, *handful, dung-hil, withal, also, chilblain*, &c.

* A compound word is included under the head of derivative words; as, *pen knife, teacup, lookingglass*; may be reduced to other words of greater simplicity.

ETYMOLOGY.

There are, in English, ten sorts of words; or, as they are commonly called, PARTS OF SPEECH, namely:—*Article, Noun, Pronoun, Adjective, Verb, Participle, Adverb, Preposition, Conjunction and Interjection.*

ARTICLE.

AN ARTICLE is a word placed before nouns to limit their signification; as, *a garden, an eagle, the woman.*

There are two articles, *a* or *an*, and *the*.

A or *an* is called the indefinite article.

The is called the definite article.

The *indefinite article* limits the noun to one of a kind, but, generally, to no particular one; as, give me *a* book; that is, any book.

The *definite article* limits the noun to one or more particular object; as, give me *the* book; that is, some particular book.

NOUN.

A NOUN is a word which is the name of any person, place, or thing; as, *John, London, house, virtue.*

Nouns are of two kinds, common and proper.

Common nouns are the names of whole sorts or species; as, *man, horse, tree.*

Proper nouns are the names of individuals; as, *Thomas, Jane, Boston.*

To nouns belong gender, person, number, and case.

GENDER is the distinction of sex.

There are three genders, the masculine, feminine, and neuter.

The *masculine gender* denotes males; as, *man, boy, lion.*

The *feminine gender* denotes females; as, *woman, girl, lioness.*

The *neuter gender* denotes things without sex; as, *chair, peach, table.*

PERSON is the quality of the noun which modifies the verb.

There are three persons, the first, second, and third.

The *first person* denotes the person speaking; as, *I learn.*

The *second person* denotes the person or thing spoken to; as, *you learn.*

The *third person* denotes the person or thing spoken of; as, *he learns.*

Nouns have but two persons, the second and third; but pronouns have three.

NUMBER is the distinction of one from many.

Nouns have two numbers, the singular and plural.

The *singular number* denotes but one object; as, *pen, book.*

The *plural number* denotes more objects than one; as, *pens, books.*

CASE is the different state or situation of nouns with regard to other words.

Nouns have three cases, the nominative, possessive, and objective.

The *nominative case* is the actor, or subject of the verb; as, *the boy runs*; it generally comes before the verb.

The *possessive case* denotes property or possession; it is generally formed by adding *s* to a noun with an apostrophe; thus, *John's book*; when the plural ends in *s*, the apostrophe only is added; as, *on eagles' wings.*

The *objective case* is the object on which the action of a verb or participle terminates, or the object of a preposition; as, *Moses smote the rock with his rod*; it generally comes after the verb or preposition.

PRONOUN.

A PRONOUN is a word used instead of a noun, to avoid the too frequent repetition of the same word; as, *Dick* is idle, and *he* must be punished.

There are two kinds of pronouns, personal and relative.

Personal pronouns stand immediately for the name of some person or thing; as, *Mary* has long lessons, and *she* learns *them* well.

Relative pronouns relate directly to some noun or personal pronoun, called the *antecedent*; as, the boy *who* studies. They are *who, whose, whom, which, what, and that.* The same that belong to nouns, belong also to pronouns.*

ADJECTIVE.

AN ADJECTIVE is a word which expresses some quality or property of a noun; as, a *good* boy, a *bad* girl, a *sweet* apple.

Pronominal adjectives are those which are sometimes used as adjectives, and sometimes as pronouns.

Adjectives are varied only to express the degrees of comparison.

They have three degrees of comparison, the positive, comparative, and superlative.

The *positive degree* expresses the quality of an object without any increase or diminution; as, *wise, great, good.*

The *comparative degree* increases or lessens the positive in signification; as, *wiser, greater, better.*

The *superlative degree* increases or lessens the positive in the highest or lowest degree; as, *wisest, greatest, best.*

Some adjectives do not admit of comparison; as, *chief, perfect, supreme, square, &c.*

VERB.

A VERB is a word which expresses action or being; as, birds *fly*, *he runs*, *I live.*

Verbs are of two kinds, transitive and intransitive.†

They are also divided into regular, irregular, and defective.

A *transitive verb* denotes action or energy which terminates on some object; as, *Peter struck Joseph.*

An *intransitive verb* denotes simple being or existence, or it denotes action which is limited to the subject; as, *I am*, *he stands*, *the fish swims.*

Regular verbs are those whose imperfect tense and perfect participle end in *ed*; as, *loved.*

Irregular verbs are those whose imperfect tense and perfect participle do not end in *ed*; as, *wrote, written.*

All monosyllables are irregular, unless compounded.

*Except articles.

†To these may be added a combination of verbs called the *passive form*, denoting action received or endured by the person or thing which is the nominative; as, *Samuel was kicked* by a horse. It is formed by adding the perfect participle of a transitive verb to the verb *to be*, through all its various changes of number, person, mood, and tense.

"The common distribution into *active, neuter, and passive*," says Dr. Webster, "is very objectionable. Many of our neuter verbs imply action in a pre-eminent degree; as, *to run, to walk, to fly*; and the young learner cannot easily conceive why such verbs should not be called active. The only distribution which seems to be correct, and sufficiently comprehensive, is into transitive and intransitive."

Defective verbs are those which are used only in some of their moods and tenses; as, *ought, quoth, &c.*

To verbs, belong mood, tense, number, and person.

MOOD is the manner of representing action or being.

There are five moods, namely: the indicative, subjunctive, potential, infinitive, and imperative.

The *indicative mood* simply indicates or declares a thing, or asks a question; as, *I learn.*

The *subjunctive mood* expresses action or being, in a doubtful or conditional manner; as, *if I learn.*

The *potential mood* declares the power, liberty, possibility, or necessity of action or being; as, *I may, can, or must learn.*

The *infinitive mood* expresses a thing in a general and unlimited manner, having no nominative, consequently, neither number nor person; as, *I should like to learn.*

The *imperative mood* commands, exhorts, or entreats; as, *learn, learn thou, or do thou learn.*

TENSE is the division of time.

There are six tenses, namely; the present, imperfect, perfect, pluperfect, first future, and second future.

The *present tense* denotes present time; as, *I write.*

The *imperfect tense* denotes past time, however distant; as, *I wrote yesterday.*

The *perfect tense* denotes past time, but also conveys an allusion to the present; as, *I have written to-day.*

The *pluperfect tense* denotes past time, but as prior to some other past time specified; as, *I had written before the messenger arrived.*

The *first future tense* denotes future time; as, *I shall write to-morrow.*

The *second future tense* denotes future time, but as prior to some other future time specified; as, *I shall have written before the post arrives.*

PARTICIPLE.

A PARTICIPLE is a word derived from a verb, and partakes of the nature of the verb, adjective, and noun; as, *I heard a child crying; I saw a letter written by William.*

Participles are of two kinds, present and perfect.

The *present participle* denotes present time, and generally ends in *ing*; as, *loving.*

The *perfect participle* denotes past time, and, in regular verbs, corresponds exactly with the imperfect tense; as, *loved.*

Participles, like verbs, have a transitive, intransitive, and passive signification.

ADVERB.

AN ADVERB is a word generally used to qualify or modify the sense of verbs; as, the man fought *bravely*; the birds fly *swiftly*. It sometimes qualifies participles, adjectives, and other adverbs; as, studying *diligently*, she committed her lesson; *extremely* cold weather; he learns *very* rapidly. Some adverbs admit of comparison; as, *sooner, sooner, soonest.*

PREPOSITION.

A PREPOSITION is a word which serves to connect words, and show the relation between them, or to show the condition of things; as, a bird *on* the tree; a squirrel *in* the cage.

CONJUNCTION.

A CONJUNCTION is a word that is chiefly used to connect sentences, joining two or more simple sentences into one compound one; as, Henry works and George plays; Jack will study or go to sea.

INTERJECTION.

AN INTERJECTION is a word used to express passion or emotion; usually that which is violent or sudden; as, *oh! alas! ah! hush! lo! fie! O! behold!*

When *Oh* is used as an interjection, the point is generally placed

immediately after it; but when *O* is employed, the point is placed after one or more intervening words; as, "*Oh! my offence is rank, it smells to heaven!*" "*But thou, O hope! with eyes so fair.*"

NOTE. Nouns composed of two or more words, separated by hyphens, are sometimes called *compound nouns*; as, *rail-road, tea-pot, &c.*—those with some title added to them, *complex nouns*; as, *Mr. Jones, Gen. Taylor, Judge White, J. Phelps, Esq., Dr. John Gilbert, &c.*—those which are the names of some quality, *abstract nouns*; as, *virtue, vice, cheerfulness, vanity, charity, goodness, &c.*—those denoting multitude, or many united in one body, *collective nouns*; as, an *army, a flock, a council, an assembly, &c.*; and those derived from verbs, *verbal or participial nouns*; as, the *ringing* of bells, the *singing* of birds, &c. N. B. All the above, except *complex nouns*, [proper] are classed under the *general head of common nouns.*

DECLENSION OF NOUNS.

<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>
<i>Nom.</i> king	<i>Nom.</i> kings	<i>Nom.</i> man	<i>Nom.</i> men
<i>Poss.</i> king's	<i>Poss.</i> kings'	<i>Poss.</i> man's	<i>Poss.</i> men's
<i>Obj.</i> king.	<i>Obj.</i> kings.	<i>Obj.</i> man.	<i>Obj.</i> men.

NUMBER. The plural number of nouns is generally formed by adding *s*, or *es*, to the singular; as, *book, books; fox, foxes.* All nouns which form their plurals in this manner, are called *regular*; those which deviate from this, are called *irregular.*

A CATALOGUE OF IRREGULAR NOUNS.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man,	Men.	Foot,	Feet.
woman,	women.	criterion,	criteria.
brother,	brothers or brethren.	phenomenon,	phenomena.
ox,	oxen.	parenthesis,	parentheses
mouse,	mice.	ellipsis,	ellipses.
tooth,	teeth.	emphasis,	emphases.
beau,	beaux.	hypothesis,	hypotheses.
child,	children.	basis,	bases.
die,	dice.*	axis,	axes.
louse,	lice.	genius,	genii.†
goose,	geese.	radius,	radii.

Many nouns, ending in *f*, or *fe*, form their plurals by changing the termination into *ves*; as, *leaf, leaves; wife, wives; beef, beeves.*

Nouns ending with *y*, preceded by a consonant, change the *y* into *ies*; as, *lady, ladies; cherry, cherries*; those preceded by a vowel have the regular plural; as, *attorney, attorneys; turkey, turkeys.*

Some nouns have no plural; as, *wheat, gold, pride, milk, water, wine, &c.*; and some have no singular; as, *ashes, tongs, shears.* Others are alike in both numbers; as, *sheep, swine, deer, salmon, trout.* N. B. Some of those having a plural ending only, may be used in the singular or plural; as, *bellows, gallows, &c.* *News* and *mollasses* are always singular.

GENDER.

The English language has three methods of distinguishing sex, namely: 1. By different words; as,

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Bachelor,	Maid.	Landlord,	Landlady.
beau,	belle.	lord,	lady.
boy,	girl.	man,	woman.
brother,	sister.	master,	miss.
buck,	doe.	master,	mistress.
drake,	duck.	nephew,	niece.
earl,	countess.	papa,	mamma.
father,	mother.	singer,	songstress or singer.
friar or monk,	nun.	sloven,	slut.
gander,	goose.	stag,	hind.
gentleman,	lady.	wizard,	witch.
lad,	lass.		

* Small cubes for gaming;—*die*, used to stamp coin, has the regular plural; as, *die, dies.*

† *Genii*, when denoting aerial spirits, *geniuses* when signifying persons of genius. ‡ Except when different kinds or varieties are spoken of; as, the *wines* of Europe, the *teas* of China.

2. By a difference of termination ; as,

Male.	Female.	Male.	Female.
Abbot,	Abbess.	Jew,	Jewess.
actor,	actress.	landgrave,	landgravine.
author,	authoress.	lion,	lioness.
administrator,	administratrix.	margrave,	margravine.
adulterer,	adulteress.	marquis,	marchioness.
ambassador,	ambadress.	monitor,	monitress.
arbitrator,	arbitress.	mayor,	mayoress.
baron,	baroness.	negro,	negress.
bridegroom,	bride.	patron,	patroness.
benefactor,	benefactress.	peer,	peeress.
carterer,	carteress.	poet,	poetess.
chanter,	chantress.	priest,	priestess.
conductor,	conductress.	prince,	princess.
count,	countess.	prior,	prioress.
czar,	czarina.	prophet,	prophetess.
dauphin,	dauphiness.	protector,	protectress.
deacon,	deaconess.	shepherd,	shepherdess.
don,	donna.	songster,	songstress.
duke,	duchess.	sorcerer,	sorceress. [tana.
emperor,	empress.	sultan,	sultanness or sul-
enchanter,	enchantedress.	tailor,	tailoress.
executor,	executrix.	testator,	testatrix.
editor,	editress.	tiger,	tigress.
giant,	giantess.	traitor,	traitoress.
governor,	governess.	tutor,	tutoress.
hero,	heroine.	viscount,	viscountess.
hunter,	huntress.	votary,	votaress.
host,	hostess.	widower,	widow.
instructor,	instructress.		

3. By prefixing some word indicating sex ; as,

A man-servant, A maid-servant. A male-child, A female-child.
A he-goat, A she-goat.

The same noun is sometimes masculine and sometimes feminine. The words *parent, child, cousin, friend, neighbor, servant*, and several others, are used indifferently for males and females.

NOTE. Some nouns, naturally neuter, are, by a figure of speech, converted into the masculine or feminine gender, as when we say of the sun, *he* is setting; and of a ship, *she* sails well. Figuratively, those nouns which are, by nature, strong and powerful, or conspicuous for the attributes of *imparting or communicating*, are called masculine ; as, *Time, Death, the Sun, &c.* Those which are peculiarly amiable or beautiful, or conspicuous for the attributes of *containing or bringing forth*, are called feminine ; as, *Virtue, Fortune, Ship, the Earth, the Moon, &c.*

CASE. When the possessive *singular* ends in *es*, or *ss*, the apostrophe only is generally added ; as, *Achilles' shield, for goodness' sake, Moses' rod*. Also, in *singulars* not ending in *s*, which would occasion too much of a hissing sound, or increase the difficulty of pronunciation, the *s* is generally omitted ; as, for *conscience' sake, Ajax' shield*.

NOTE. When the letter *s*, added as a sign of the possessive, will not coalesce with the name, it adds a syllable ; as, *Thomas's* bravery—pronounced as if written *Thomas'es*; the *church's* property, *churches* property.

DECLENSION OF THE PERSONAL PRONOUNS.

FIRST PERSON.	SECOND PERSON.	THIRD PERSON.
<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>
Nom. I,	Nom. thou,	Nom. he,
Poss. my or mine,*	Poss. thy or thine,	Poss. his,
Obj. me.	Obj. thee.	Obj. him.
<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>
Nom. we,	Nom. ye or you.†	Nom. they,
Poss. our or ours,	Poss. your or yours.	Poss. their or theirs,
Obj. us.	Obj. you.	Obj. them.

* *My, thy, your, &c.*, become *mine, thine, yours*, when the nouns which they possess are not expressed ; thus, instead of saying, this is *my* book, we may say this is *mine*.

† The pronoun *you* was formerly used in the plural number only, and is still classed as such in Murray and others, but it is now generally used in the singular number also—the sense alone determining the difference ; as, *girls, you were in fault*—or *Kate, you were in fault*.

THIRD PERSON.

<i>Sing.</i>
Nom. she,
Poss. her or hers,
Obj. her.
<i>Plu.</i>
Nom. they,
Poss. their or theirs,
Obj. them.

THIRD PERSON.

<i>Sing.</i>
Nom. it,
Poss. its,
Obj. it.
<i>Plu.</i>
Nom. they,
Poss. their or theirs,
Obj. them.

When the noun *self* is added to the personal pronouns, as *himself, myself, itself, themselves, &c.*, they are used indifferently in the nominative or objective case, but have no possessive.

DECLENSION OF THE RELATIVE PRONOUNS.

Singular and Plural.

<i>Sing.</i>	<i>Plu.</i>
Nom. who,	Nom. who,
Poss. whose,	Poss. whose,
Obj. whom.	Obj. whom.
Nom. whoever,	Nom. whoever,
Poss. whosoever,	Poss. whosoever,
Obj. whomsoever.	Obj. whomsoever.

Which, what, and that, are of both numbers, and are used in the nominative or objective case, but have no possessive ; except that *whose* is sometimes used as the possessive of *which* ; as, "The tree *whose* mortal taste brought death." When the word *ever* or *soever* is annexed to the relatives, they are sometimes called *compound relatives*.

What is a kind of compound relative, including both the antecedent and the relative, and is mostly equivalent to *that which* ; as, I have heard *what* has been alleged ; that is to say, I have heard *that which* has been alleged, or the *thing which*, &c. The word *that* is a relative pronoun when it may be changed into *who* or *which*, without destroying the sense ; an adjective, when it belongs to a noun expressed or understood ; and in all other places it is a conjunction. *Which* and *what* are sometimes used as adjectives ; as, *which* book, *what* boy. N. B. When the relatives are used in asking questions, they are sometimes called *Interrogative Pronouns*—in which case they have no antecedents, but relate to the word which contains the answer ; as, *who* tore my book? Answer—*John*. Here *who* relates to *John*.

COMPARISON OF ADJECTIVES.

Positive.	Comparative.	Superlative.
wise,	wiser,	wisest.
great,	greater,	greatest.
virtuous,	more virtuous,	most virtuous.
amiable,	less amiable,	least amiable.
good,	better,	best.
bad, evil or ill,	worse,	worst.
little,	less or lesser,	least.
much or many,	more,	most.
near,	nearer,	{ nearest, [referring to place.]
		{ next, [in order.]
late,	later,	{ latest, [referring to time.]
		{ last, [in order.]
far,	{ farther,*	{ farthest,
	{ further,	{ furthest.
fore,	former,	{ foremost, [in place.]
		{ first, [in time or order.]
old,	{ older,	{ oldest, †
	{ elder,	{ eldest. ‡

N. B.—Adjectives of more syllables than one are generally compared by *more* and *most*, or by *less* and *least*. Adjectives are regularly compared, when the comparative degree is formed by the addition of *r* or *er*, and the superlative by *st* or *est* ; or by prefixing *more* and *most*, or *less* and *least*. Some adjectives form the superlative by the suffix of *most* : as, *hind, hinder, hindermost*, or

* *Farther*, seems to take precedence in modern use.

† Applied to persons or things.

‡ Applied to persons only.

hindmost; *up*, *upper*, *uppermost* or *upmost*; *in*, *inner*, *innermost* or *inmost*; *neither*, *neithermost*. An *imperfect degree* (less than the comparative) is expressed by the ending *ish*: as, *blackish*, *saltish*, &c.

A LIST OF THE PRONOMINAL ADJECTIVES.

One, other, another, each, every, either, neither, this, that, these, those, all, any, both, same, such, some, former, latter, none. Of these, *one* and *other* are declined the same as nouns. Thus:

Singular.	Plural.	Singular.	Plural.
Nom. one	Nom. ones	Nom. other	Nom. others
Pos. one's	Pos. ones'	Pos. other's	Pos. others'
Obj. one.	Obj. ones.	Obj. other.	Obj. others.

Another is declined in the same manner, but wants the plural. *Former* and *latter* have sometimes a possessive case; as, "The former's phlegm, was a check upon the latter's vivacity."

AUXILIARY VERBS.

Auxiliary or *helping verbs*, are those by the help of which the English verbs are principally conjugated. Those which are always auxiliaries, are *may*, *can*, *must*, *might*, *could*, *would*, *should* and *shall*. Those which are sometimes auxiliaries, and sometimes principal verbs, are *do*, *be*, *have* and *will*. A transitive or an intransitive verb may be conjugated differently from the usual manner, by adding its present participle to the auxiliary verb *be*, through all the moods and tenses; as, instead of, *I write*, *I wrote*, *I have written*, &c., we may say, *I am writing*, *I was writing*, *I have been writing*, &c. This is called the tense *definite*; as it marks the time with more precision than the tense *indefinite*. [The usual method.]

When a verb of the indicative mood is used in the sacred or solemn style, the ending of the third person singular, present time, is ever in *th*; as, *He loveth*, &c. The verb *to be* is an exception. *Hath* and *doth* are also used in the sacred or solemn style, instead of *has* and *does*; as, *He hath written*, *he doth love*.

Ought, *quoth* and several others, as well as all the auxiliaries, are defective verbs; because they cannot be conjugated through all the moods and tenses.

PARTICIPLES have no nominative, number, nor person. EXAMPLES of the present participle.—*I heard a lady singing: Knowing him to be in fault, I rebuked him.* EXAMPLES of the past or perfect participle: "Words fitly *spoken* are like apples of gold," &c. *Having finished his work, he submitted it.*

A LIST OF THE PRINCIPAL ADVERBS.

- Of *number*. Once, twice, thrice, &c.
- Of *order*. First, secondly, thirdly, fourthly, fifthly, lastly, finally, &c.
- Of *place*. Here, there, where, elsewhere, anywhere, somewhere, nowhere, herein, whither, hither, thither, upward, downward, forward, backward, whence, hence, thence, whithersoever, &c.
- Of *time*.
Of *time present*. Now, to-day, &c.
Of *time past*. Already, before, lately, yesterday, heretofore, hitherto, long since, long ago, &c.
Of *time to come*. To-morrow, not yet, hereafter, henceforward, by and by, instantly, presently, immediately, straightway, &c.
Of *time indefinite*. Oft, often, oft-times, oftentimes, sometimes, soon, seldom, daily, weekly, monthly, yearly, always, when, then, ever, never, again, &c.
- Of *quantity*. Much, little, sufficiently, how much, how great, enough, abundantly, &c.
- Of *manner* or *quality*. Wisely, foolishly, justly, unjustly, quickly, slowly, &c. Adverbs of quality are the most numerous kind; and they are generally formed by adding the termination *ly* to an adjective or participle, or changing *le* into *ly*; as *bad*, *badly*; *cheerful*, *cheerfully*; *able*, *ably*; *admirable*, *admirably*.

- Of *doubt*. Perhaps, peradventure, possibly, perchance.
- Of *affirmation*. Verily, truly, undoubtedly, doubtless, certainly, yea, yes, surely, indeed, really, &c.
- Of *negation*. Nay, no, not, by no means, not at all, in no wise, &c.
- Of *interrogation*. How, why, wherefore, whether, &c.
- Of *comparison*. More, most, better, best, worse, worst, less, least, very, almost, little, alike, &c.

A LIST OF THE PRINCIPAL PREPOSITIONS.

of	into	above	at	on or upon
to	within	below	up	among
for	without	between	down	after
by	over	beneath	before	about
with	under	from	behind	against
in	through	beyond		

A LIST OF THE PRINCIPAL CONJUNCTIONS.

And, * if, that, both, then, since, for, because, therefore, wherefore.

But, or, nor, as, than, lest, though, unless, either, neither, yet, notwithstanding.

REMARKS.

Sometimes *verbs*, *nouns* and *adjectives* are used as interjections; i. e. are uttered by way of exclamation, in a detached manner; as, *bless me!* *gracious heavens!* &c.

NOTE.—The *noun* and *verb* are the two principal parts of speech; that is to say, all other words are dependent on them, or added to them as auxiliaries. No complete sentence can be formed without the use of both, expressed or understood, unless when a pronoun is used for a noun. The same word, differently situated or applied, often becomes a different part of speech; as, *I have a book—I book Ten Dollars a day.*

Derivation is when one word is derived from another; as, from the noun *wealth* comes *wealthy*, from the verb *to love* comes *lover*, &c.

Declension is the variation of nouns and pronouns—*Conjugation* is the variation of verbs.

A CATALOGUE OF IRREGULAR VERBS.

PRESENT.	IMPERFECT.	PERFECT PART.
Abide,	abode,	abode.
Am,	was,	been.
Arise,	arose,	arisen.
Awake,	awoke, r.	awaked.
Bear, <i>to bring forth</i> ,	bore,	born.
Bear, <i>to carry</i> ,	bore,	borne.
Beat,	beat,	beaten, or beat.
Begin,	began,	begun.
Bend,	bent, r.	bent, r.
Bereave,	bereft, r.	bereft, r.
Beseech,	besought,	besought.
Bid,	bid, or bade,	bidden, or bid.
Bind,	bound,	bound.
Bite,	bit,	bitten, or bit.
Bleed,	bled,	bled.
Blow,	blew, r.	blown, r.
Break,	broke,	broken.
Breed,	bred,	bred.
Bring,	brought,	brought.
Build,	built, r.	built, r.
Burst,	burst,	burst.
Buy,	bought,	bought.
Cast,	cast,	cast.
Catch,	caught, r.	caught, r.
Chide,	chid,	chidden, or chid.
Choose,	chose,	chosen.

Cleave, *to stick* or }
adhere, } REGULAR.

* Those in the first division, are generally called *Copulative*, and those in the second, *Disjunctive* conjunctions.

PRESENT.	IMPERFECT.	PERFECT PART.	PRESENT.	IMPERFECT.	PERFECT PART.
Cleave, <i>to split</i> ,	cleft,	cleft, or cloven.	Meet,	met,	met.
Cling,	clung.	clung.	Mow,	mowed,	mowed, or mown.
Clothe,	clothed,	clothed, or clad.	Pay,	paid,	paid.
Come,	came,	come.	Put,	put,	put.
Cost,	cost,	cost.	Quit,	quitted, or quit,	quitted, or quit.
Crow,	crowed, or crew,	crowed.	Read,	read,	read.
Creep,	crept,	crept.	Rend,	rent,	rent.
Cut,	cut,	cut.	Rid,	rid,	rid.
Dare, <i>to venture</i> ,	durst,	dared.	Ride,	rode,	rode or ridden.
Dare, <i>to challenge</i> , R.			Ring,	rung, or rang,	rung.
Deal,	dealt, R.	dealt, R.	Rise,	rose,	risen.
Dig,	dug, R.	dug, R.	Rive,	rived,	rived, or riven.
Do,	did,	done.	Run,	ran, or run,	run.
Draw,	drew,	drawn.	Saw,	sawed,	sawed, or sawn.
Dream,	dreamt, R.	dreamt, R.	Say,	said,	said.
Drive,	drove,	driven.	See,	saw,	seen.
Drink,	drank,	drunk.*	Seek,	sought,	sought.
Dwell,	dwelt, R.	dwelt, R.	Sell,	sold,	sold.
Eat,	ate, or eat,	eaten.	Send,	sent,	sent.
Fall,	fell,	fallen.	Set,	set,	set.
Feed,	fed,	fed.	Shake,	shook,	shaken.
Feel,	felt,	felt.	Shape,	shaped,	shaped, or shapen.
Fight,	fought,	fought.	Shave,	shaved,	shaved, or shaven.
Find,	found,	found.	Shear,	sheared,	sheared, or shorn.
Flee,	fled,	fled.	Shed,	shed,	shed.
Fling,	flung,	flung.	Shine,	shone, R.	shone, R.
Fly,	flew,	flown.	Show,	showed,	shown, R.
Forget,	forgot,	forgotten, or forgot.	Shoe,	shod,	shod.
Forsake,	forsook,	forsaken.	Shoot,	shot,	shot.
Freeze,	froze,	frozen.	Shrink,	shrunk,	shrunk.
Get,	got,	got.	Shred,	shred,	shred.
Gild,	gilt, R.	gilt, R.	Shut,	shut,	shut.
Gird,	girded, or girt,	girded, or girt.	Sing,	sung, or sang,	sung.
Give,	gave,	given.	Sink,	sunk, or sank,	sunk.
Go,	went,	gone.	Sit,	sat,	sat.
Grave,	graved,	graven, R.	Slay,	slew,	slain.
Grind,	ground,	ground.	Sleep,	slept,	slept.
Grow,	grew,	grown.	Slide,	slid,	slidden, or slid.
Have,	had,	had.	Sling,	slung,	slung.
Hang,	hung, R.	hung, R.	Slink,	slunk,	slunk.
Hear,	heard,	heard.	Slit,	slit, R.	slit, R.
Heave,	heaved, or hove,	heaved.	Smite,	smote,	smitten.
Hew,	hewed,	hewed, or hewn.	Sow, <i>to scatter</i> ,	sowed,	sowed, or sown.
Hide,	hid,	hidden, or hid.	Speak,	spoke,	spoken.
Hit,	hit,	hit.	Speed,	sped,	sped.
Hold,	held,	held, or holden.	Spend,	spent,	spent.
Hurt,	hurt,	hurt.	Spill,	spilt, R.	spilt, R.
Keep,	kept,	kept.	Spin,	spun,	spun.
Kneel,	kneeled, or knelt,	kneeled, or knelt.	Spit,	spit	spit.
Knit,	knit, R.	knit, R.	Split,	split,	split.
Know,	knew,	known.	Spread,	spread,	spread.
Lade, † <i>to load</i> ,	laded,	laden.	Spring,	sprung, or sprang,	sprung.
Lay, <i>to place</i> ,	laid,	laid.	Stand,	stood,	stood.
Lead,	led,	led.	Steal,	stole,	stolen.
Leave,	left.	left.	Stick,	stuck,	stuck.
Lend,	lent,	lent.	Sting,	stung,	stung.
Let,	let,	let.	Stink,	stunk,	stunk.
Lie, † <i>to lie down</i> ,	lay,	lain.	Stride,	strode, or strid,	stridden, or strid.
Light,	lighted, or lit,	lighted, or lit.	Strike,	struck,	struck, or stricken.
Load, REGULAR.			String,	strung,	strung.
Lose,	lost,	lost.	Strive,	strove, R.	striven, R.
Make,	made,	made.	Strow,	strowed,	strowed, or strown.
Mean,	meant,	meant.	Strew, REGULAR.		
			Swear,	swore,	sworn.
			Sweat,	sweat, R.	sweat, R.

* *Drunk*, is also frequently used as an adjective; as, he is *drunk*, [intoxicated.] Other words, nearly or quite obsolete as participles, are often used as adjectives as, *cloven*, *holden*, *stricken*, *molten*, *drunken*, *beholden*, *bounden*, &c.

† *Lade*, to dip, is regular.

‡ *Lie*, to deceive, is regular.

|| *Sew*, [so,] to stitch, is regular.

PRESENT.	IMPERFECT.	PERFECT PART.
Sweep,	swept,	swept.
Swell,	swelled,	swelled, or swollen.
Swim,	swum, or swam,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Thrive,	thrived, or throve,	thrived, or thriven.
Throw,	threw,	thrown.
Thrust,	thrust,	thrust.
Tread,	trod,	trodden, or trod.
Wax, REGULAR.		
Wear,	wore,	worn.
Weave,	wove,	woven.
Weep,	wept,	wept.
Wet,	wet, R.	wet, R.
Win,	won,	won.
Wind,	wound,	wound.
Work,	worked, or wrought,	worked, or wrought.
Wring,	wrung, R.	wrung, R.
Write,	wrote,	written.

Those verbs which are conjugated regularly, as well as irregularly, are marked with an R. Those verbs and participles which are the first mentioned in the list seem to be the most eligible. N. B. Those verbs which are irregular only in familiar writing and discourse, and which are improperly terminated by *t*, instead

of *ed*, are not inserted. Of this class are such as *learnt, spelt, latched, &c.*, the use of which termination should be carefully avoided in every sort of composition, and even in pronunciation. These however must be carefully distinguished from those necessary and allowable contractions, which are the only established forms of expression; such as *dwelt, lost, felt, &c.* Words that are obsolete have also been omitted; such as *holpen, drunken, gat, swang, &c.*

CONJUGATION.

CONJUGATION is the variation of verbs, or their inflection in all the moods, tenses, numbers and persons. See pages 25, 26, 27 and 28.

Remarks, with regard to the conjugation of verbs, &c.

Verbs are sometimes conjugated, in part, by the help of the auxiliary *do*:—thus, instead of saying, *I learn, thou learnest, he learns, &c.*, we may say, *I do learn, thou dost learn, he does learn,—I did learn, thou didst learn, &c.* The same in the subjunctive mood, omitting the personal termination of *do* in the present tense; as, if *I do learn, if thou do learn, if he do learn.*

Verbs may also be conjugated *interrogatively*, as well as *affirmatively*; as, *do I learn? dost thou learn? does he learn? did I learn? didst thou learn? has he learned? will he learn? canst thou learn? must I learn? &c.* They may likewise be conjugated *negatively*; as, *I do not learn, I have not learned, I cannot learn, I will not learn, &c.*

PRONOUNS.—The pronouns *thou* and *ye* are used in the sacred or solemn style, and *you* in common or familiar style.

N. B. The pronoun *you* should never be applied to the SUPREME BEING.

INDICATIVE MOOD.

Conjugation of the verbs *to love, to have, to be*, and *to be loved*, in the *Indicative Mood*.

PRESENT TENSE.		PRETERITE TENSE.		FUTURE TENSE.		SECOND FUTURE TENSE.	
<i>Singular number.</i>		<i>Singular number.</i>		<i>Singular number.</i>		<i>Singular number.</i>	
1. I love.	I love.	I have loved.	I had loved.	I shall or will love.	I shall have loved.	I shall or will love.	I shall have loved.
2. Thou lovest.	Thou lovest.	Thou hast loved.	Thou hadst loved.	Thou shalt or wilt love.	Thou shalt or wilt have loved.	Thou shalt or wilt love.	Thou shalt or wilt have loved.
3. He loves.	He loves.	He has loved.	He had loved.	He shall or will love.	He shall or will have loved.	He shall or will love.	He shall or will have loved.
<i>Plural.</i>		<i>Plural.</i>		<i>Plural.</i>		<i>Plural.</i>	
1. We love.	We love.	We have loved.	We had loved.	We shall or will love.	We shall have loved.	We shall or will love.	We shall have loved.
2. Ye or you love.	Ye or you love.	Ye or you have loved.	Ye or you had loved.	Ye or you shall or will love.	Ye or you shall or will have loved.	Ye or you shall or will love.	Ye or you shall or will have loved.
3. They love.	They love.	They have loved.	They had loved.	They shall or will love.	They shall or will have loved.	They shall or will love.	They shall or will have loved.
<i>Singular number.</i>		<i>Singular number.</i>		<i>Singular number.</i>		<i>Singular number.</i>	
1. I have.	I have.	I have had.	I had had.	I shall or will have.	I shall have had.	I shall or will have.	I shall have had.
2. Thou hast.	Thou hast.	Thou hast had.	Thou hadst had.	Thou shalt or wilt have.	Thou shalt or wilt have had.	Thou shalt or wilt have.	Thou shalt or wilt have had.
3. He has.	He has.	He has had.	He had had.	He shall or will have.	He shall or will have had.	He shall or will have.	He shall or will have had.
<i>Plural.</i>		<i>Plural.</i>		<i>Plural.</i>		<i>Plural.</i>	
1. We have.	We have.	We have had.	We had had.	We shall or will have.	We shall have had.	We shall or will have.	We shall have had.
2. Ye or you have.	Ye or you have.	Ye or you have had.	Ye or you had had.	Ye or you shall or will have.	Ye or you shall or will have had.	Ye or you shall or will have.	Ye or you shall or will have had.
3. They have.	They have.	They have had.	They had had.	They shall or will have.	They shall or will have had.	They shall or will have.	They shall or will have had.
<i>Singular number.</i>		<i>Singular number.</i>		<i>Singular number.</i>		<i>Singular number.</i>	
1. I am.	I am.	I was.	I was.	I shall or will be.	I shall have been.	I shall or will be.	I shall have been.
2. Thou art.	Thou art.	Thou wast.	Thou wast.	Thou shalt or wilt be.	Thou shalt or wilt have been.	Thou shalt or wilt be.	Thou shalt or wilt have been.
3. He is.	He is.	He was.	He was.	He shall or will be.	He shall or will have been.	He shall or will be.	He shall or will have been.
<i>Plural.</i>		<i>Plural.</i>		<i>Plural.</i>		<i>Plural.</i>	
1. We are.	We are.	We were.	We were.	We shall or will be.	We shall have been.	We shall or will be.	We shall have been.
2. Ye or you are.	Ye or you are.	Ye or you were.	Ye or you were.	Ye or you shall or will be.	Ye or you shall or will have been.	Ye or you shall or will be.	Ye or you shall or will have been.
3. They are.	They are.	They were.	They were.	They shall or will be.	They shall or will have been.	They shall or will be.	They shall or will have been.
<i>Singular number.</i>		<i>Singular number.</i>		<i>Singular number.</i>		<i>Singular number.</i>	
1. I am loved.	I am loved.	I was loved.	I was loved.	I shall or will be loved.	I shall have been loved.	I shall or will be loved.	I shall have been loved.
2. Thou art loved.	Thou art loved.	Thou wast loved.	Thou wast loved.	Thou shalt or wilt be loved.	Thou shalt or wilt have been loved.	Thou shalt or wilt be loved.	Thou shalt or wilt have been loved.
3. He is loved.	He is loved.	He was loved.	He was loved.	He shall or will be loved.	He shall or will have been loved.	He shall or will be loved.	He shall or will have been loved.
<i>Plural.</i>		<i>Plural.</i>		<i>Plural.</i>		<i>Plural.</i>	
1. We are loved.	We are loved.	We were loved.	We were loved.	We shall or will be loved.	We shall have been loved.	We shall or will be loved.	We shall have been loved.
2. Ye or you are loved.	Ye or you are loved.	Ye or you were loved.	Ye or you were loved.	Ye or you shall or will be loved.	Ye or you shall or will have been loved.	Ye or you shall or will be loved.	Ye or you shall or will have been loved.
3. They are loved.	They are loved.	They were loved.	They were loved.	They shall or will be loved.	They shall or will have been loved.	They shall or will be loved.	They shall or will have been loved.

* The figures 1, 2 and 3, stand for the 1st, 2d and 3d persons, throughout all the tenses.

Conjugation of the verbs *to love, to have, to be* and *to be loved, in the Subjunctive Mood.*

TO LOVE. PRESENT TENSE. <i>Singular number.</i> 1. If I love, 2. If thou love, 3. If he love. <i>Plural.</i> 1. If we love, 2. If ye or you love, 3. If they love. <i>Singular number.</i> 1. If I have, 2. If thou have, 3. If he have. <i>Plural.</i> 1. If we have, 2. If ye or you have, 3. If they have. <i>Singular number.</i> 1. If I be, 2. If thou be, 3. If he be. <i>Plural.</i> 1. If we be, 2. If ye or you be, 3. If they be. <i>Singular number.</i> 1. If I be loved, 2. If thou be loved, 3. If he be loved. <i>Plural.</i> 1. If we be loved, 2. If ye or you be loved, 3. If they be loved.	TO HAVE. PRESENT TENSE. <i>Singular number.</i> 1. If I love, 2. If thou lovedst, 3. If he loved. <i>Plural.</i> 1. If we have loved, 2. If ye or you have loved, 3. If they have loved. <i>Singular number.</i> 1. If I have had, 2. If thou hast had, 3. If he has had. <i>Plural.</i> 1. If we have had, 2. If ye or you have had, 3. If they have had. <i>Singular number.</i> 1. If I have been, 2. If thou hast been, 3. If he has been. <i>Plural.</i> 1. If we have been, 2. If ye or you have been, 3. If they have been. <i>Singular number.</i> 1. If I were, 2. If thou wert, 3. If he were. <i>Plural.</i> 1. If we were, 2. If ye or you were, 3. If they were. <i>Singular number.</i> 1. If I were loved, 2. If thou wert loved, 3. If he were loved. <i>Plural.</i> 1. If we were loved, 2. If ye or you were loved, 3. If they were loved.	TO BE. PRESENT TENSE. <i>Singular number.</i> 1. If I shall have loved, 2. If thou shalt or wilt have loved, 3. If he shall or will have loved. <i>Plural.</i> 1. If we shall have loved, 2. If ye or you shall or will have loved, 3. If they shall or will have loved. <i>Singular number.</i> 1. If I shall have had, 2. If thou shalt or wilt have had, 3. If he shall or will have had. <i>Plural.</i> 1. If we shall have had, 2. If ye or you shall or will have had, 3. If they shall or will have had. <i>Singular number.</i> 1. If I shall have been, 2. If thou shalt or wilt have been, 3. If he shall or will have been. <i>Plural.</i> 1. If we shall have been, 2. If ye or you shall or will have been, 3. If they shall or will have been. <i>Singular number.</i> 1. If I shall have been loved, 2. If thou shalt or wilt have been loved, 3. If he shall or will have been loved. <i>Plural.</i> 1. If we shall have been loved, 2. If ye or you shall or will have been loved, 3. If they shall or will have been loved.	FIRST FUTURE TENSE. <i>Singular number.</i> 1. If I shall or will love, 2. If thou shalt or wilt love, 3. If he shall or will love. <i>Plural.</i> 1. If we shall or will love, 2. If ye or you shall or will love, 3. If they shall or will love. <i>Singular number.</i> 1. If I shall or will have, 2. If thou shalt or wilt have, 3. If he shall or will have. <i>Plural.</i> 1. If we shall or will have, 2. If ye or you shall or will have, 3. If they shall or will have. <i>Singular number.</i> 1. If I shall or will be, 2. If thou shalt or wilt be, 3. If he shall or will be. <i>Plural.</i> 1. If we shall or will be, 2. If ye or you shall or will be, 3. If they shall or will be. <i>Singular number.</i> 1. If I shall or will be loved, 2. If thou shalt or wilt be loved, 3. If he shall or will be loved. <i>Plural.</i> 1. If we shall or will be loved, 2. If ye or you shall or will be loved, 3. If they shall or will be loved.	SECOND FUTURE TENSE. <i>Singular number.</i> 1. If I shall have loved, 2. If thou shalt or wilt have loved, 3. If he shall or will have loved. <i>Plural.</i> 1. If we shall have loved, 2. If ye or you shall or will have loved, 3. If they shall or will have loved. <i>Singular number.</i> 1. If I shall have had, 2. If thou shalt or wilt have had, 3. If he shall or will have had. <i>Plural.</i> 1. If we shall have had, 2. If ye or you shall or will have had, 3. If they shall or will have had. <i>Singular number.</i> 1. If I shall have been, 2. If thou shalt or wilt have been, 3. If he shall or will have been. <i>Plural.</i> 1. If we shall have been, 2. If ye or you shall or will have been, 3. If they shall or will have been. <i>Singular number.</i> 1. If I shall have been loved, 2. If thou shalt or wilt have been loved, 3. If he shall or will have been loved. <i>Plural.</i> 1. If we shall have been loved, 2. If ye or you shall or will have been loved, 3. If they shall or will have been loved.
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POTENTIAL MOOD.

Conjugation of the verbs *to love*, *to have*, and *to be loved*, in the *Potential Mood*.

PRESENT TENSE. <i>Singular number.</i> 1. I may, can, or must love, 2. Thou mayst, canst, or must love, 3. He may, can, or must love.	IMPERFECT TENSE. <i>Singular number.</i> I might, could, would, or should love, Thou mightst, couldst, wouldst, or shouldst love, He might, could, would, or should love.	PERFECT TENSE. <i>Singular number.</i> I may, can, or must have loved, Thou mayst, canst, or must have loved, He may, can, or must have loved.	PLUPERFECT TENSE. <i>Singular number.</i> I might, could, would, or should have loved, Thou mightst, couldst, wouldst, or shouldst have loved, He might, could, would, or should have loved.
<i>Plural.</i> 1. We may, can, or must love, 2. Ye or you may, can, or must love, 3. They may, can, or must love.	<i>Plural.</i> We might, could, would, or should love, Ye or you might, could, would, or should love, They might, could, would, or should love.	<i>Plural.</i> We may, can, or must have loved, Ye or you may, can, or must have loved, They may, can, or must have loved.	<i>Plural.</i> We might, could, would, or should have loved, Ye or you might, could, would, or should have loved, They might, could, would, or should have loved.
<i>Singular number.</i> 1. I may, can, or must have, 2. Thou mayst, canst, or must have, 3. He may, can, or must have.	<i>Singular number.</i> I might, could, would, or should have, Thou mightst, couldst, wouldst, or shouldst have, He might, could, would, or should have.	<i>Singular number.</i> I may, can, or must have had, Thou mayst, canst, or must have had, He may, can, or must have had.	<i>Singular number.</i> I might, could, would, or should have had, Thou mightst, couldst, wouldst, or shouldst have had, He might, could, would, or should have had.
<i>Plural.</i> 1. We may, can, or must have, 2. Ye or you may, can, or must have, 3. They may, can, or must have.	<i>Plural.</i> We might, could, would, or should have, Ye or you might, could, would, or should have, They might, could, would, or should have.	<i>Plural.</i> We may, can, or must have had, Ye or you may, can, or must have had, They may, can, or must have had.	<i>Plural.</i> We might, could, would, or should have had, Ye or you might, could, would, or should have had, They might, could, would, or should have had.
<i>Singular number.</i> 1. I may, can, or must be, 2. Thou mayst, canst, or must be, 3. He may, can, or must be.	<i>Singular number.</i> I might, could, would, or should be, Thou mightst, couldst, wouldst, or shouldst be, He might, could, would, or should be.	<i>Singular number.</i> I may, can, or must have been, Thou mayst, canst, or must have been, He may, can, or must have been.	<i>Singular number.</i> I might, could, would, or should have been, Thou mightst, couldst, wouldst, or shouldst have been, He might, could, would, or should have been.
<i>Plural.</i> 1. We may, can, or must be, 2. Ye or you may, can, or must be, 3. They may, can, or must be.	<i>Plural.</i> We might, could, would, or should be, Ye or you might, could, would, or should be, They might, could, would, or should be.	<i>Plural.</i> We may, can, or must have been, Ye or you may, can, or must have been, They may, can, or must have been.	<i>Plural.</i> We might, could, would, or should have been, Ye or you might, could, would, or should have been, They might, could, would, or should have been.
<i>Singular number.</i> 1. I may, can, or must be loved, 2. Thou mayst, canst, or must be loved, 3. He may, can, or must be loved.	<i>Singular number.</i> I might, could, would, or should be loved, Thou mightst, couldst, wouldst, or shouldst be loved, He might, could, would, or should be loved.	<i>Singular number.</i> I may, can, or must have been loved, Thou mayst, canst, or must have been loved, He may, can, or must have been loved.	<i>Singular number.</i> I might, could, would, or should have been loved, Thou mightst, couldst, wouldst, or shouldst have been loved, He might, could, would, or should have been loved.
<i>Plural.</i> 1. We may, can, or must be loved, 2. Ye or you may, can, or must be loved, 3. They may, can, or must be loved.	<i>Plural.</i> We might, could, would, or should be loved, Ye or you might, could, would, or should be loved, They might, could, would, or should be loved.	<i>Plural.</i> We may, can, or must have been loved, Ye or you may, can, or must have been loved, They may, can, or must have been loved.	<i>Plural.</i> We might, could, would, or should have been loved, Ye or you might, could, would, or should have been loved, They might, could, would, or should have been loved.

INFINITIVE MOOD.

Conjugation of the verbs *to love*, *to have*, *to be*, and *to be loved*, in the *Infinitive Mood*.

PRESENT TENSE.		PERFECT TENSE.	
To love.		To have loved.	
PARTICIPLE.		PARTICIPLE.	
Present. Loving.		Perfect. Loved.	
		Compound Perfect. Having loved.	
PRESENT TENSE.		PERFECT TENSE.	
To have.		To have had.	
PARTICIPLE.		PARTICIPLE.	
Present. Having.		Perfect. Had.	
		Compound Perfect. Having had.	
PRESENT TENSE.		PERFECT TENSE.	
To be.		To have been.	
PARTICIPLE.		PARTICIPLE.	
Present. Being.		Perfect. Been.	
		Compound Perfect. Having been.	
PRESENT TENSE.		PERFECT TENSE.	
To be loved.		To have been loved.	
PARTICIPLE.		PARTICIPLE.	
Present. Being loved.		Perfect. Loved.	
		Compound Perfect. Having been loved.	

IMPERATIVE MOOD.

Conjugation of the verbs *to love*, *to have*, *to be*, and *to be loved*, in the *Imperative Mood*.

PRESENT TENSE.	
<i>Singular number.</i>	
To Love.	2. Love, love thou, or do thou love.
<i>Plural.</i>	
To Love.	2. Love, love ye or you, or do ye or you love.
<i>Singular number.</i>	
To Have.	2. Have, have thou, or do thou have.
<i>Plural.</i>	
To Have.	2. Have, have ye or you, or do ye or you have.
<i>Singular number.</i>	
To Be.	2. Be, be thou, or do thou be.
<i>Plural.</i>	
To Be.	2. Be, be ye or you, or do ye or you be.
<i>Singular number.</i>	
To Be Loved.	2. Be loved, be thou loved, or do thou be loved.
<i>Plural.</i>	
To Be Loved.	2. Be loved, be ye or you loved, or do ye or you be loved.

RULES OF SYNTAX.

RULE 1.

The subject of the verb must always be in the nominative case; as, *I love*; *we play*. N. B. Sometimes the verb is understood; as, *Who tore my book?* Answer, *James*; that is, *James tore it*. *Peter is taller than I*; that is, *taller than I am*.

RULE 2.

The verb must agree with its nominative in number and person; as, *He improves*; the birds *sing*. N. B. When a verb is placed between two nominatives of different numbers, it may agree with either, but is generally made to agree with the first; as, *Words are wind*; "*His meat was locusts and wild honey*."

RULE 3.

Pronouns must agree with their antecedents, or the nouns they represent, in gender and number; as, *The boy who plays*; thou *who writest*; the trees *which grow*; Frank has lost *his* hat, Jane *her* bonnet, and the ladies *their* shawls. Relatives agree with their antecedents in gender, number, and person, and must have

verbs agreeing with them accordingly. *Who, whose, and whom*, are applied to persons, and *which* to things or brutes; that is applied to persons, things or brutes. N. B. When a person is referred to without distinction of gender, the *masculine* is generally preferred; as, *The reader is requested to suspend his judgment*.

RULE 4.

Transitive verbs, transitive participles, and prepositions govern the objective case; as, *He struck me*; we will prevent their *hurting* us; I spoke *to him*. N. B. Sometimes verbs and prepositions are understood; as, *I love him and her*; he gave it *to you and me*; that is, *love her, and to me*.

RULE 5.

Two or more nouns, signifying the same thing, are put, by apposition, in the same case; as, *Paul, the apostle, was a learned man*; I saw *Baxter, the merchant, him who lives in Broadway*. N. B. Neuter verbs have the same case after as before them; as, *It was not I who tore the book*; I took *it* to be *him*. But the words before and after, are always in apposition; as, *Jack, is a good boy*; I took *him* to be the *man*.

RULE 6.

When an address is made to a person, the noun or pronoun is put in the nominative case independent: as, *Hugo*, study your lesson; O! *thou*, who art highly favored.

RULE 7.

A noun or pronoun, joined with a participle, and standing independent of the rest of the sentence, is in the nominative case independent; as, The *general* being slain, the army was routed; *she* being absent, the business was attended to by others.

RULE 8.

A noun or pronoun, signifying possession, must be put in the possessive case; as, *Henry's* cane; *my* horse. N. B. When the singular ends in *es* or *ss*, the apostrophe only is generally added; as, *Achilles'* shield; for *goodness'* sake. When two or more nouns come together in the possessive case, the apostrophe is generally added to *one* only, and understood to the rest; as, *Paul*, the *Apostle's* advice.

RULE 9.

The verbs which follow *bid*, *dare*, *feel*, *hear*, *let*, *make*, *need*, *see*, &c., are used in the infinitive mood, without having the sign *to* prefixed to them; as, He bids me *come*; I dare *engage*; I hear the birds *sing*. N. B. *Dare*, to challenge, and *see*, to take care, both admit *to* after them; as, He dares me *to try*; I shall see *to* have it done.

RULE 10.

Collective nouns, or nouns of multitude, must have verbs and pronouns agreeing with them in the singular or plural number, according as they convey unity or plurality of idea: as, The army *was impeded* in its march; the council *were divided* in their sentiments.

RULE 11.

Two or more nouns or pronouns in the singular number, connected by *and*, must have verbs, nouns, and pronouns agreeing with them in the plural number; as, Socrates and Plato *were* wise; *they* were the most eminent men in Greece.

RULE 12.

Two or more nouns or pronouns in the singular number, connected by *or* or *nor*, must have verbs, nouns, and pronouns, agreeing with them in the singular number; as, Neither Tim nor Harry *is* the boy who disobeyed *his* master. N. B. When *or* or *nor* comes between a singular and plural noun or pronoun, the verb must be plural; as, Neither poverty nor riches *were* injurious to him. But in this case, the plural noun or pronoun, when it can conveniently be done, should be placed next to the verb.

RULE 13.

Adjectives must never be used in the place of adverbs, nor adverbs in the place of adjectives; as, She writes very *neat*, and spells *accurate*. [It should be *neatly* and *accurately*.] A serene sky appears *pleasantly* after a storm. [*pleasant*.] Adverbs require an appropriate situation in a sentence, viz: for the most part before adjectives, after verbs, and frequently between the auxiliary and the verb; as, A *very* prudent woman; she behaves *discreetly*, and is *much* admired. An adverb must never be placed between the preposition *to* and the verb in the infinitive mood; as, Please *to not* interrupt me. [It should be, please *not* to interrupt me.]

RULE 14.

This and *that*, the only adjectives varied on account of number, must agree in number with the nouns to which they refer; as, I

have not seen George *these* four years; I dislike *that* kind of indulgences. [Not *this* four years, and *those* kind.] N. B. The pronoun *them* must never be used as an adjective to any noun; as, Give me *them* books. [should be *those*.] *This* and *these* refer to things nearest or last mentioned; *that* and *those* to things farther distant or first mentioned; as, *This* knife and *these* quills are mine; *that* knife and *those* quills, on the shelf, are yours. The path of virtue and the road of vice are open before you; *that* leads to happiness, *this* to misery.

RULE 15.

When we make a comparison between two persons or things only, the adjective or adverb must never be used in the superlative degree; as, Which of those two boys is the *tallest*? [should be *taller*.] But in a comparison between three or more, the superlative must be used; as, This is the *best* apple of the three.

RULE 16.

When the verb is in the subjunctive mood, present tense, its personal termination must always be omitted; as, If the fire *burn*. [not *burns*.] The verb *to be* has the personal termination omitted in the present and imperfect tense; as, If she *be* at home; if she *were* at church yesterday. A verb in the subjunctive mood is frequently in the future tense without having the sign *shall*, *will*, or *should* expressed; in which case, the present termination should never be used; as, If he *preach* to-morrow, I shall hear him. [not *preaches*.] N. B. When there is no doubt or condition expressed, the verb must not have the subjunctive form, although it may be preceded by the subjunctive sign; as, If there *is* a God.

RULE 17.

When the form of the imperfect tense and perfect participle are different, auxiliaries must never be joined to the former; as, I have *wrote*, for I have *written*. Neither should the perfect participle be used in the place of the imperfect tense; as, I *seen* him, for I saw him. See *Catalogue of irregular verbs*.

RULE 18.

Transitive verbs should not be used to express the meaning of those that are intransitive, and the contrary; as, He *laid* in the street; he invited me *to set* down; I *set* with Charles yesterday at Church. [should be *lay*, *sit* and *sat*. See the catalogue of irregular verbs.] N. B. The present tense should never be used to express past time; as, I *see* him yesterday. [should be *saw*.]

RULE 19.

Sometimes a noun is in the possessive case when it is joined to a participle; as, Much depends upon this *rule's* being observed. *Being observed*, is here used as a noun, in the objective case, and governed by *on*, and governs *rule's* in the possessive case. N. B. Participles not only often perform the office of nouns, but they sometimes perform the office of a noun and participle at the same time; as, By *loving* virtue, misery may be shunned.

RULE 20.

A verb in the infinitive mood should always be written in the perfect tense, when it expresses action antecedent to the verb connected with it; as, He is supposed *to have written* the letter while he was at college. Otherwise, the present tense must be used; as, I intended *to write* a letter last week. [not *to have written*.]

RULE 21.

When the present participle has an article before it, the preposition *of* must always follow; and the one should never be used without the other; as, The *repenting of* sinners gives joy to the celestial regions.

RULE 22.

Two negatives should never be used in the same simple sentence, unless to express an affirmation; as, I *cannot* give *no* more for it. It should be, I *cannot* give *any* more for it; or, I *can* give *no* more for it.

RULE 23.

Those conjunctions that have corresponding conjunctions, answering to them, must have the proper ones. *As* should always be followed by *as*, when expressing comparison of equality; as, Dick is *as* large *as* Harry. But when of inequality, with *not* added, *so* *as* must be used; as, Tom is *not so* large *as* Jerry. N. B. *As* must never follow the adverb *more*; as, He is *more* active, but *not so* studious *as* his companion. [it should be, He is *more* active, but *not so* studious.] Because *more* always requires *than* after it.

RULE 24.

The adjective *such* is proper to be used, when we refer to the nature or species of a thing; as, *Such* a temper I never knew. But when degree is signified, with an adjective added, the adverb *so* must be used; as, *So* bad a temper I never knew.

RULE 25.

Interjections always require the objective case after them when it is of the first person; as, Ah! *me*; but the nominative, when it is not of the first person; as, O! *thou*! O! happy *they*.

RULE 26.

An adjective, without a noun expressed, having the definite article before it, generally requires a plural verb; as, The *sincere* are always esteemed.

RULE 27.

There must be no nominative case in a sentence, without a verb expressed or understood, except the nominative case independent; as, "*He* that hath ears to hear, let him hear." It should be, Let him hear that hath ears to hear. Sometimes, however, redundant words are peculiarly emphatical.

RULE 28.

A verb in the infinitive mood, a sentence, or part of a sentence, sometimes performs the office of a noun, and is the nominative case to a verb: in which case, the verb must generally be in the third person, singular; as, *To err* is human; *That virtue will be rewarded and vice punished*, is a doctrine plainly taught in the Bible.

RULE 29.

The practice of separating the preposition from its noun, in order to connect different prepositions with the same noun, is inelegant, and should generally be avoided; as, He was refused entrance *into*, and forcibly driven *from* the house. It should be, He was refused entrance *into* the house, and forcibly driven *from* it.

RULE 30.

The adjective *each* or *every*, being connected in a sentence, has the same effect as *or* or *nor*, and requires a singular verb; as, Every leaf and every twig *teems* with life; each man, woman and child *is* dependent on Divine bounty. *Either* and *neither* signify one or the other of *two* persons or things; hence it would be improper to say, *either* of the three.

RULE 31.

The pronoun *what* should never be used for the conjunction *that*; as, He would not believe but *what* I was in fault—[should be, but *that*.] Neither should the word *no* follow *whether*, when contrast is intended; as, He would do it *whether* he had leave or *no*—[*not*.] Neither should the word *for* be used before a verb in the infinitive mood; as, "What went ye out *for* to see?"

RULE 32.

When singular pronouns, or a noun and pronoun of different persons, are connected by *or* or *nor*, the verb must agree in person with that which is placed next to it; as, He or I *am* to be blamed; I or he *is* to be blamed. N. B. When two or more pronouns, or nouns and pronouns, of different persons, are connected by *and*, the plural verb and pronoun, referring to them, must agree in person with that which is of the *first* person in preference to the second and third, and with the *second* in preference to the third; as, I, thou, and he *should govern* our passions; thou and he *should govern* your passions. Because, *I, thou, and he, make we*; and *thou and he make you*.

RULE 33.

Personal pronouns must not be used in the same simple sentence with the nouns they represent; as, The king *he* is just—[the king is just.] Pronouns in apposition are exceptions to this rule; as, I, Richard Roe, of Boston.

RULE 34.

The conjunction *as*, after *such*, becomes a relative pronoun, and is used in preference to *who*, *which*, or *that*; as, I love such persons *as* are good. The relative *that*, after the adjective *same*, and all superlatives, is preferred to *who*, *whom*, or *which*; as, he is the same man *that* we saw; Solomon is the wisest man *that* ever lived; this is the best Grammar *that* I ever saw. *That* must be used when there are two antecedents, the one a person and the other a brute; as, The man and his horse *that* were drowned. N. B. The relative or personal pronoun should never be used in such a manner as to occasion ambiguity; as, He is like a beast of prey *who* is void of compassion. [It should be, He *who* is void of compassion is like a beast of prey.] Robert is preferred to Charles only because he is not known. [Here, *Robert* or *Charles*, must again be repeated; or the word *former* or *latter* used instead of *he*.] The relative should be placed as near its antecedent as the construction will admit. N. B. A relative may have a sentence or part of a sentence for its antecedent, and then it must be in the third person singular; as, We are required "*to fear God and keep His Commandments*," *which* is the whole duty of man.

RULE 35.

It is a general rule, that when we can change the verb which we make use of, into the verb *to be*, without destroying the sense, the word connected with it must be an adjective instead of an adverb; as, The orange tastes [*is*] *sour*; The clouds look [*are*] *dark*. N. B. Some adjectives have a two-fold meaning—expressing the quality of nouns—and at the same time modifying the action of verbs.

RULE 36.

Adjectives should be carefully applied to the nouns to which they properly belong; as, He purchased a pair of *new* boots. [not a *new* pair of boots.] When two or more adjectives relate to the same noun, that which is the most appropriate and expressive should be placed next to it; as, A *tall young* woman. [not a *young tall* woman.] N. B. Double comparatives and superlatives must never be used; as, "After the *most strictest* sect of our

religion, I lived a Pharisee." Some adjectives do not admit of comparison; as, *chief, perfect, round, square, &c.*

RULE 37.

Adjectives, conveying unity or plurality of idea, must have nouns agreeing with them accordingly; as, *One foot, twenty feet, ten pounds, &c.* [not *twenty foot, ten pound, &c.*] Some technical terms, however, are exceptions: as, *Twenty sail* of vessels, *ten head* of cattle. N. B. The word *means* is singular or plural—therefore, it is proper to say, by *this* means or by *these* means; but not without regard to unity or plurality; as, He lived temperately and by *this* means, preserved his health: the scholars were attentive, industrious, and obedient to their tutors, and by *these* means acquired knowledge. The word *mean* signifies mediocrity, or middle state, and is always singular: as, This is a *mean* between the two extremes.

RULE 38.

The adverbs *here* and *there* are often improperly used as nouns; as, He left *here* yesterday, and went from *there* this morning. [*this place, that place.*] *Where, here, and there*, should not be used for *wherein, herein, and therein*, or for *in* and *which*; as, I saw an account *where* the truth was given. The adverb *how* should not be used for the conjunction *that*, nor instead of it; as, We heard *how* he was coming. [*that.*]

RULE 39.

Different relations and different senses should be expressed by different prepositions. An accurate and appropriate use of these little words is of great importance, and requires more taste and judgment than is usually imagined. We converse *with* a person, *upon* a subject, *in* a house. *To* is made use of before nouns of place when they follow verbs and participles of motion; as, I went *to* London, I am going *to* town. But the preposition *at* is generally used after the verb *to be*; as, I have been *at* London, I was *at* the place appointed, I shall be *at* Paris. We likewise say, he touched, or arrived *at* such a place. The preposition *in* is set before countries, states, counties, townships, cities, and large towns; as, He lives *in* Maine, *in* New York, *in* Baltimore, *in* Guilford. But before villages and single houses, and before cities which are in distant countries, *at* is used; as, He lives *at* Brattleboro' east village; she resides *at* Paris. N. B. *But* is sometimes used as a preposition; as, they all went *but* me. *Between* and *among* are to be used when there are only two persons or things spoken of, and *among* and *amongst*, when there are more than two; as, Divide the money *between* the two parents, or *among* the three children. *Among* should not be used before *each, every, either, one, another*, and other words expressing unity, as, Pride shows itself *among* every rank of society [*in* every rank.]

RULE 40.

Articles are often properly omitted; when used, they should be properly applied: as, Man is mortal, *a* man died; sin is ruinous, *a* sin is a crime. *A* becomes *an* before a vowel or silent *h*; as, *an* apple, *an* hour—except before a vowel sounded like *w*, as many *a*

one—before *u*, sounded like *you*, as *a unicorn*—and before a diphthong sounded like *yu*, as *a eunuch*. It also becomes *an* before *h* which is not silent, when the accent is on the second syllable; as, *an Herculean task*. N. B. The indefinite article is prefixed to nouns in the singular number only, individually or collectively; as, *a man, a flock* of birds. *The* is used before singular or plural nouns; as, *the boy, or the boys*.

RULE 41.

When two or more nouns come together in the possessive case, whether in apposition or not, the sign of the possessive is generally annexed to the last only, and understood to the rest; as, "For *David*, my *servant's* sake"; *Peter, John*, and *Andrew's* occupation was that of fishermen. But when the latter part of the sentence is considerably extended, or when a pause is proper, the sign should be attached to the first only; as, He emulates *Cesar's* glory, the greatest general of antiquity; he left the parcel at *Smith's*, the stationer and bookseller. When words intervene between the possessives, the sign is generally applied to each; as, I have my *father's* as well as *mother's* consent. Sometimes, though rarely, two or more nouns in the possessive, immediately succeed each other in the following form: as, "*Peter's wife's* mother lay sick of a fever;" better expressed, generally, thus: the mother of *Peter's* wife, &c. The preposition *of* frequently expresses the relation of property; thus, instead of saying, *Virtue's* reward, we may say, the *reward of virtue*. This form is sometimes much the more elegant; as, *The condition of the kingdom*, instead of the *kingdom's condition*. Sometimes we meet with several nouns in succession, connected by *of*; as, The severity of the distress of the son of the king touched the nation. It would be much better to say, The severe distress of the *king's* son, &c. When *of* is used before the possessive case of nouns, there is a double possessive, the thing possessed not being repeated; as, A friend of *Edward's*; i. e. a friend of, or among *Edward's* friends: Vital air was a discovery of *Priestly's*. [making.] When property or possession is implied in the strictest sense, this idiom is proper; otherwise, the sign of the possessive should generally be omitted; as, These pictures of the *king's* were sent to him from Italy; This picture of the *king* does not much resemble him. N. B. Little explanatory circumstances are particularly awkward between a possessive and the word which follows it; as, She began to extol the *farmer's* (as she called him) excellent understanding. It ought to be, The excellent understanding of the farmer, as she called him.

RULE 42.

Conjunctions connect nouns and pronouns in the same case, and generally verbs, of like moods and tenses; as, He divided the money between *him* and *me*; Candor is to be *approved* and *practiced*.

RULE 43.

Care must be taken not to make use of an improper mood, tense, preposition, or word of any kind; and that all words which are used, be properly modified, and properly placed, so that all the parts of sentences shall correspond to each other in a clear and perspicuous manner.

FALSE GRAMMAR AND KEY.

FALSE GRAMMAR ADAPTED TO THE RULES.

ADAPTED TO RULE 1.

1. Her that is virtuous deserves esteem. 2. Them that oppress the poor, to increase their riches, shall come to want. 3. Peter and me went to church. 4. How dost thee do? 5. I can run as fast as him. 6. You read better than her. 7. Thee must be more attentive to thy studies. 8. Edward is five years older than me.

RULE 2.

1. Fifty pounds of wheat contains forty pounds of flour. 2. Crosses in trade damps the spirit of enterprise. 3. A variety of pleasing objects charm the sight. 4. The frogs in the pond makes a great noise. 5. The number of oysters increase. 6. The girls was here yesterday; but they was in great haste. 7. Great pains has been taken to little purpose. 8. Has the cattle been taken care of? 9. Thou should be more diligent in attending to thy studies. 10. Was you at church yesterday? 11. Where is Eliza's shoes? 12. How does the children behave? 13. Was the boys here yesterday? 14. Where has the scholars all gone? 15. Where was you last week? 16. Several places in the road wants repairing—we was all very much frightened yesterday. 17. The rules of the school was very strict. 18. Thou should love thy neighbor as thyself. 19. Thou hearest the sound of the wind, but canst not tell whence it comes or whither it goest.

RULE 3.

1 Boys that behaves well in school will gain praise. 2. The men that was here yesterday, live in Boston. 3. O! thou who ruleth on high, and who hates iniquity. 4. The book of poems, which were sent me yesterday, is very elegant. 5. He that ruleth his passions is better than he that taketh a city. 6. Let every person mind their own business. 7. Every tree is known by their fruit. 8. Rebecca took goodly raiment which was with her in the house, and put them on Jacob. 9. No one speaks evil of themselves. 10. "Take handfuls of ashes of the furnace, and let Moses sprinkle it towards the heaven," &c. 11. An orator's tongue should be agreeable to the ears of their auditors. 12. Every girl should be rewarded according to their merits. 13. I heard a person say, that they thought you handsome. 14. Every person, whatever be their station, should attend to the duties of morality and religion. 15. He is a wise man which speaks little. 16. They which seek wisdom will certainly find her. 17. "Our Father which art in heaven." 18. These are beasts of prey, whom we sometimes hunt, and by whom we are sometimes hunted.

RULE 4.

1. He and they we know, but who art thou? 2. He invited my brother and I to see his garden. 3. The master loves thou, because thou art diligent. 4. Who do you see? 5. Who do you love? 6. Who did he strike? 7. Who is he courting? 8. Who did she marry? 9. Who did you tell? 10. I thank ye, sir. 11. I esteem him and her and they. 12. Who did they entertain so freely? 13. He who committed the offence, thou shouldst correct, not I who am innocent. 14. Who shall we send to the Legislature?

KEY, OR FALSE GRAMMAR CORRECTED.

ACCORDING TO RULE 1.

1. *She* that is virtuous deserves esteem. 2. *They* that oppress the poor, to increase their riches, shall come to want. 3. Peter and *I* went to church. 4. How dost *thou* do? 5. I can run as fast as *he*. 6. You read better than *she*. 7. *Thou* must be more attentive to thy studies. 8. Edward is five years older than *I*.

RULE 2.

1. Fifty pounds of wheat *contain* forty pounds of flour. 2. Crosses in trade *damp* the spirit of enterprise. 3. A variety of pleasing objects *charms* the sight. 4. The frogs in the pond *make* a great noise. 6. The number of oysters *increases*. 6. The girls *were* here yesterday; but they *were* in great haste. 7. Great pains *have* been taken to little purpose. 8. *Have* the cattle been taken care of? 9. Thou *shouldst* be more diligent in attending to thy studies. 10. *Were* you at church yesterday? 11. Where *are* Eliza's shoes? 12. How *do* the children behave? 13. *Were* the boys here yesterday? 14. Where *have* the scholars all gone? 15. Where *were* you last week? 16. Several places in the road *want* repairing—we *were* all very much frightened yesterday. 17. The rules of the school *were* very strict. 18. Thou *shouldst* love thy neighbor as thyself. 19. Thou hearest the sound of the wind, but canst not tell whence it *cometh* or whither it *goeth*.

RULE 3.

1. Boys that *behave* well in school will gain praise. 2. The men that *were* here yesterday, live in Boston. 3. O! thou who *rulest* on high, and who *hatest* iniquity. 4. The book of poems, which *was* sent to me yesterday, is very elegant. 5. He that *ruleth* his passions is better than he that *taketh* a city. 6. Let every person mind *his* own business. 7. Every tree is known by *its* fruit. 8. Rebecca took goodly raiment which was with her in the house, and put *it* on Jacob. 9. No one speaks evil of *himself*. 10. "Take handfuls of ashes of the furnace, and let Moses sprinkle *them* towards the heaven," &c. 11. An orator's tongue should be agreeable to the ears of *his* auditors. 12. Every girl shall be rewarded according to *her* merits. 13. I heard a person say, that *he* or *she* thought you handsome. 14. Every person, whatever be *his* station, should attend to the duties of morality and religion. 15. He is a wise man *who* speaks little. 16. They *who* seek wisdom, will certainly find her. 17. "Our Father *who* art in heaven." 18. These are beasts of prey, *which* we sometimes hunt, and by *which* we are sometimes hunted.

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1. *Him* and *them* we know, but who art thou? 2. He invited my brother and *me* to see his garden. 3. The master loves *thee*, because thou art diligent. 4. *Whom* do you see? 5. *Whom* do you love? 6. *Whom* did he strike? 7. *Whom* is he courting? 8. *Whom* did she marry? 9. *Whom* did you tell? 10. I thank *you*, sir. 11. I esteem him and her and *them*. 12. *Whom* did they entertain so freely? 13. *Him* who committed the offence, thou shouldst correct, not *me*, who am innocent. 14. *Whom* shall we send to the Legislature? 15. Suspecting not only *us*, but *them*.

15. Suspecting not only we, but they also, he was studious to avoid all intercourse. 16. You are displeased with me for admonishing ye. 17. From he that is needy and afflicted, turn not away. 18. He sent for you and I. 19. Who does he study with? 20. Who did you walk with? 21. Who did you ride with? 22. Who did you sit with? 23. Who did you give it to? 24. Who shall you send for? 25. Who does she live with? 26. Who are you talking about? 27. Who shall you vote for? 28. Who are you writing to? 29. Who did you receive the news from? 30. Does that boy know who he is speaking to? 31. What concord can subsist between those who commit crimes, and they who abhor them? 32. From the character of those persons who you associate with, your own will be established.

RULE 5.

1. I gave the book to James, my cousin, he who was here yesterday. 2. Augustus, the Roman Emperor, him who succeeded Julius Cæsar, is variously described. 3. The estate was left to Simon and John, the two eldest sons, they that had been to Europe. 4. These books are my friend's, he who keeps the library. 5. Art thou acquainted with Clarissa, the milliner, she whom we met in our walks this morning? 6. It was not me that made the noise. 7. Thou art him who sold the books. 8. I believe it to be they. 9. I took it to be he. 10. It could not have been her. 11. It might have been him, but there is no proof of it. 12. Who do you think me to be? 13. Whom do men say that I am? 14. Let him be who he may, I am not afraid of him.

RULE 6.

1. "Roman's, countrymen, and lovers', hear me for my cause." 2. O! thee, who art so unmindful of thy duty. 3. Hail thee, that art highly favored. 4. O! thee, who inhabitest eternity.

RULE 7.

1. Him having ended his discourse, the assembly dispersed. 2. The sun's being risen, it became very warm. 3. They all had liberty to go, us only excepted. 4. William and her having engaged to call, we waited an hour.

RULE 8.

1. Thy fathers offence will not condemn thee. 2. Hast thou read Cowper's poems? 3. "Nevertheless Asa his heart was perfect with the Lord." 4. Wisdom's precepts are the good boy's greatest delight. 5. A man's manner's frequently influence his fortune. 6. A mother's tenderness and a father's care, are Nature's gifts for man's advantage. 7. The girls book's were kept in better order than the boys'.

RULE 9.

1. I bid him to shut the door. 2. I dare not to conclude too hastily. 3. I will make him to understand his business. 4. You need not to be very urgent. 5. He dares not to go. 6. I dare say we need not to urge John to study his grammar.

RULE 10.

1. The committee was divided in its sentiments, and it has referred the business to the general meeting. 2. The family was all well yesterday. 3. When the nation complain, the people should listen to their voice. 4. The flock, and not the fleece, are, or ought to be, the objects of the shepherd's care.

RULE 11.

1. Sobriety and humility leads to honor. 2. Time and tide waits for no man. 3. A fool and his money is soon parted. 4. Coffee and sugar is imported from the West-Indies, and great quantities of it are used every year. 5. Peter and John was here yesterday. 6. Has Mary and Charles returned? 7. Where has

also, he was studious to avoid all intercourse. 16. You are displeased with me for admonishing you. 17. From him that is needy and afflicted, turn not away. 18. He sent for you and me. 19. Whom does he study with? 20. Whom did you walk with? 21. Whom did you ride with? 22. Whom did you sit with? 23. Whom did you give it to? 24. Whom shall you send for? 25. Whom does she live with? 26. Whom are you talking about? 27. Whom shall you vote for? 28. Whom are you writing to? 29. Whom did you receive the news from? 30. Does that boy know whom he is speaking to? 31. What concord can subsist between those who commit crimes, and those who abhor them? 32. From the character of those persons whom you associate with, your own will be established.

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* Or, with whom does he study?

Briggs and his wife been? 8. Is Mr. Shaw and his wife at home? 9. Was Sam and Ben at church yesterday? 10. Where is Harriet and Eliza? 11. Idleness and ignorance are the parent of many vices. 12. Pride and revenge is hateful to God and man. 13. Humility and love constitutes the essence of true religion. 14. Patience and diligence, like faith, removes mountains.

RULE 12.

1. Man's happiness or misery are, in a great measure, put into his own hands. 2. Neither he nor she were at home. 3. Ignorance or negligence have been the causes of this mistake. 4. Neither Helen nor Julia are the ladies whom we saw at their devotion. 5. Knowledge or virtue are preferable to riches; strive, therefore, in early life, to attain them. 6. Neither wisdom nor wealth are to be obtained by idle wishes. 7. Neither they nor he was present. 8. Has the globe or the maps been injured by the accident? 9. Neither the sailors nor the captain were saved.

RULE 13.

1. Jane speaks very correct. 2. Ann sings delightful. 3. We have come agreeable to promise. 4. The weather is remarkable fine. 5. He speaks very fluent, but does not reason very coherently. 6. He conducted himself very unsuitable to his profession. 7. Drink hearty, sir. 8. Alas! they are miserable poor. 9. She was exceeding careful not to give offence. 10. You read that very good. 11. The cakes eat crisply. 12. The heavenly bodies are in motion perpetually. 13. We have been treated kindly. 14. I hope you will conclude to not go. 15. We ought to faithfully improve our precious time.

RULE 14.

1. Instead of improving yourselves, you have been playing this two hours. 2. We do not approve of these kind of practices. 3. Please to give me that scissors. 4. Those sort of favors did real injury under the appearance of friendship. 5. Please to hand me them tongs. 6. Give me one of them apples. 7. If them books were mine, I would have them rebound. 8. See them birds on the tree. 9. I admire these paintings yonder, exceedingly, especially, this to the right.

RULE 15.

1. Of two evils, let us choose the least. 2. He is the strongest of the two. 3. James is the tallest of the two brothers, although Henry is the oldest. 4. Gold and silver are both precious metals, but the former is by far the most valuable. 5. Mary is the best girl of the two. 6. Which of those three kites is the higher? 7. Samuel and Thomas are both studying grammar; but as the latter is the most diligent, he will probably obtain a knowledge of it the soonest. 8. His parents frequently visited him, but his mother much the oftenest.

RULE 16.

1. I shall walk out to-day, unless it rains. 2. If Jane studies well, she will commit her lesson. 3. If the child cries, you must rock the cradle. 4. If the dog bites, I will whip him. 5. If the bird flies. 6. If the horse kicks. 7. If the cat scratches. 8. If George goes to Boston. 9. If my friend is in town. 10. If he is a good boy. 11. If I am in fault. 12. Unless thou art honest. 13. If Sam has a watch. 14. Unless he comes. 15. Except he repents. 16. If she was in fault. 17. If Peter was here we would play ball. 18. Was I to enumerate all her virtues, it would look like flattery. 19. Though the fact be extraordinary, it certainly did happen.

RULE 17.

1. Thomas has fell from the tree and broke his arm. 2. I have wrote a letter to send to the post-office. 3. Jack has drove his horse fifty miles to-day. 4. I have eat quite heartily. 5. I have drank a glass of water. 6. I have spoke the truth. 7. I begun

Briggs and his wife been? 8. *Are* Mr. Shaw, and his wife at home? 9. *Were* Sam and Ben at church yesterday? 10. Where *are* Harriet and Eliza? 11. Idleness and ignorance are the *parents* of many vices. 12. Pride and revenge *are* hateful to God and man. 13. Humility and love *constitute* the essence of true religion. 14. Patience and diligence, like faith, *remove* mountains.

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1. Instead of improving yourselves, you have been playing *these* two hours. 2. We do not approve of *this* kind of practices. 3. Please to give me *those* scissors. 4. *That* sort of favors did real injury under the appearance of friendship. 5. Please to hand me *those* tongs. 6. Give me one of *those* apples. 7. If *those* books were mine, I would have them re-bound. 8. See *those* birds on the tree. 9. I admire *those* paintings yonder exceedingly, especially, *that* on the right.

RULE 15.

1. Of two evils, let us choose the *lesser*. 2. He is the *stronger* of the two. 3. James is the *taller* of the two brothers, although Henry is the *older*. 4. Gold and silver are both precious metals, but the former is by far the *more* valuable. 5. Mary is the *better* girl of the two. 6. Which of those three kites is the *highest*? 7. Samuel and Thomas are both studying grammar; but as the latter is the *more* diligent, he will probably obtain a knowledge of it the *sooner*. 8. His parents frequently visited him, but his mother much the *oftenest*.

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1. I shall walk out to-day, unless it *rain*. 2. If Jane *study* well, she will commit her lesson. 3. If the child *cry*, you must rock the cradle. 4. If the dog *bite*, I will whip him. 5. If the bird *fly*. 6. If the horse *kick*. 7. If the cat *scratch*. 8. If George *go* to Boston. 9. If my friend *be* in town. 10. If he *be* a good boy. 11. If I *be* in fault. 12. Unless thou *be* honest. 13. If Sam *have* a watch. 14. Unless *he come*. 15. Except he *repent*. 16. If she *were* in fault. 17. If Peter *were* here, we would play ball. 18. *Were* I to enumerate all her virtues, it would look like flattery. 19. Though the fact *is* extraordinary, it certainly did happen.

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1. Thomas has *fallen* from the tree and *broken* his arm. 2. I have *written* a letter to send to the post office. 3. Jack has *driven* his horse fifty miles to-day. 4. I have *eaten* quite heartily. 5. I have *drunk* a glass of water. 6. I have *spoken* the truth. 7. I

my school yesterday. 8. He would not have went, if he had known it. 9. Dick has froze his ears. 10. The house was shook by the violence of the storm. 11. Harriet has wove twenty yards of cloth to-day. 12. The bird has flew from the tree. 13. He has drank no spirits these two years. 14. He had wrote and read much on the subject. 15. The following toasts were drank at the late celebration.

RULE 18.

1. Please to set down and lie your hat on the table. 2. I thank you, sir, I had rather stand than set, for I am tired of setting. 3. We laid in bed this morning till breakfast time. 4. Where did you set last Sabbath at Church? 5. I set with my brother. 6. He generally sets up very late evenings, and lays abed late mornings. 7. James was tired, and he has just laid down to rest. 8. Please to set up to the table, ladies. 9. I set on the hind seat of the stage all day. 10. I have lain the book on the shelf. 11. It lays on the table. 12. I have sat things in order. 13. I see my old friend last week. 14. I see that every thing was in order, and then took my departure.

RULE 19.

1. There is great danger of children being humored too much by their mothers. 2. I read an account yesterday, of a woman having been burnt to death by her clothes accidentally taking fire. 3. There is official intelligence of a great battle having been fought between the two armies.

RULE 20.

1. I found my friend in much better circumstances than I expected to have found him. 2. I intended to have written by the last mail. 3. George expected to have received an answer last week. 4. The prisoner was acquitted, although he was supposed, by many, to be concerned in the plot for which he was indicted.

RULE 21.

1. By the exercising our judgment, it is improved. 2. By observing of truth, thou wilt command esteem. 3. This was a betraying the trust reposed in him. 4. A person cannot be wise or good without the taking pains for it. 5. Learning of languages is very difficult.

RULE 22.

1. I do not envy nobody. 2. I think I cannot help him no more. 3. Death never spareth none. 4. I cannot by no means allow him that privilege.

RULE 23.

1. This writing is not as good as that. 2. The place is not as pleasant as we expected. 3. Ben is not as tall as Cyp. 4. She is not as old as her husband. 5. Sophia does not behave as well as Mary. 6. Pompey was not as great a general as Cæsar, nor so great a man. 7. He is more beloved, but not so much admired as Cynthia. 8. Sincerity is as valuable, and even more so, than knowledge.

RULE 24.

1. I never saw such a tall man. 2. Did you ever see such beautiful trees? 3. He was such an extravagant young man, that he spent his whole patrimony in a few years. 4. I never saw such large potatoes. 5. I never knew such a quarrelsome fellow.

RULE 25.

1. Ah! wretched I, how ungrateful. 2. Oh! happy them, surrounded with so many blessings. 3. How swiftly our time passes away, and ah! we, how little concerned to improve it. 4. Alas! him, where is he now? 5. Welcome thee, joyous spring.

began my school yesterday. 8. He would not have gone, if he had known it. 9. Dick has frozen his ears. 10. The house was shaken by the violence of the storm. 11. Harriet has woven twenty yards of cloth to-day. 12. The bird has flown from the tree. 13. He has drunk no spirits these two years. 14. He had written and read much on the subject. 15. The following toasts were drunk at the late celebration.

RULE 18.

1. Please to sit down and lay your hat on the table. 2. I thank you, sir, I would rather stand than sit for I am tired of sitting. 3. We lay in bed this morning till breakfast time. 4. Where did you sit last Sabbath at Church? 5. I sat with my brother. 6. He generally sits up very late evenings, and lies abed late mornings. 7. James was tired, and he has just lain down to rest. 8. Please to sit up to the table, ladies. 9. I sat on the hind seat of the stage all day. 10. I have laid the book on the shelf. 11. It lies on the table. 12. I have set things in order. 13. I saw my old friend last week. 14. I saw that every thing was in order, and then took my departure.

RULE 19.

1. There is great danger of children's being humored too much by their mothers. 2. I read an account yesterday, of a woman's having been burnt to death by her clothes' accidentally taking fire. 3. There is official intelligence of a great battle's having been fought between the two armies.

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RULE 26.

1. The inquisitive is generally talkative. 2. The generous never recounts, minutely, the actions they have done.

RULE 27.

1. He that wishes to be great, let him pay diligent attention to his study. 2. Whoever entertains such an opinion, he judges erroneously.

RULE 28.

1. To live soberly, righteously, and piously, are required of all men. 2. To conquer or to die were his desperate resolution.

RULE 29.

1. On this occasion the pronoun is governed by, and consequently agrees with, the preceding word.

RULE 30.

1. Each day and hour of our lives bring new expressions of the divine munificence. 2. Every star and planet, that adorn the firmament, declare the glory of God. 3. You may take either of the three books.

RULE 31.

1. I do not doubt but what he did it for the best. 2. I do not care whether he succeeds or no. 3. Whether I shall come or no, is altogether uncertain.

RULE 32.

1. He or I is going to college. 2. I or thou have been greatly in fault.

RULE 33.

1. Many words they darken speech. 2. Ignatius, who was bishop of Antioch, he came with the apostles. 3. John Baxter, his book.

RULE 34.

1. His engagements were such that would not admit of his absence. 2. We should avoid such persons who oppose the truth. 3. The Amazon is in South America, which is the largest river in the world. 4. Martha said that Mary had injured her friend. 5. The love of riches, which are the root of all evil, is a prevailing sin.

RULE 35.

1. The apple tastes sweetly. 2. The moon looks brightly. 3. The fields appear very pleasantly. 4. The clouds look darkly.

RULE 36.

1. Amanda lost a shawl and a new pair of gloves. 2. This is a fine piece of cloth. 3. Here is a superfine barrel of flour, a sweet firkin of butter, and a fresh hamper of eggs. 4. The two last are a present. 5. Senex is an old, crabbed man. 6. Juliana is a little, excellent girl. 7. Parse the six first lines, and omit the three last. 8. Sing the four first verses. 9. I never had a worse pen. 10. Virtue is the chiefest good of man. 11. He is the most prudentest man in town. 12. This is the most usefulest book I ever read. 13. He is the chiefest among ten thousand.

RULE 37.

1. Joseph is six foot and four inches high. 2. I sold my horse for one hundred pound in cash.

RULE 38.

1. We left there at five, and arrived at New York about six in the evening. 2. We set out from there in the morning, and are to go from here in the evening. 3. Edward showed me a letter

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RULE 38.

1. We left *that place* at five, and arrived at New York about six in the evening. 2. We set out from *that place* in the morning and are to go from *this place* in the evening. 3. Edward showed

where the account was given at large. 4. He said how I had injured him, and how he was determined to have satisfaction.

RULE 39.

1. They all went to church but he. 2. They all behaved well but he and she. 3. He gave all a present but we. 4. Divide the money equally between the three brothers.

RULE 40.

1. We have within us an intelligent principle, distinct from body and from matter. 2. A humble Christian. 3. Reason was given to a man for the control of his passions.

RULE 41.

1. My father's mother's, and uncle's advice. 2. The silk was purchased at Brown's the mercer's and haberdasher's. 3. This measure gained the king, as well as the people's approbation. 4. The world's government is not left to chance. 5. This is my wife's brother's partner's house. 6. The extent of the prerogative of the king of England is sufficiently ascertained. 7. This picture of the general's does not much resemble him. 8. These pictures of Napoleon were sent to him from Italy. 9. This is the eldest son of the king of England's. 10. They implicitly obeyed their protector's, as they called him, imperious mandates.

RULE 42.

1. Between you and I, there is some disparity of years. 2. If he possess common capacity to learn, and is a good reader, he will soon acquire a competent knowledge of grammar.

RULE 43.

1. I see my old friend, Warren, yesterday. 2. There was no water, and he died for thirst. 3. We can fully confide on none but the truly good. 4. Many have profited from good advice. 5. I have no occasion of his services. 6. Her sobriety is no derogation to her understanding. 7. The error was occasioned by compliance to earnest entreaty. 8. This is a principle that is consonant with our nature. 9. We should entertain no prejudice to simple and rustic persons. 10. I have written to my friend last week but have yet received no answer. 11. He is a person whom I remember these many years. 12. I have been in London a year, and seen the king last summer. 13. After we visited the city, we returned, content and thankful, to our peaceful habitation. 14. To-morrow is Friday. 15. Next week is the time for holding the annual meeting. 16. "Dismiss us from thy service, after we have again sung to thy praise." 17. John will earn his wages, when his service is completed. 18. I purpose to go to New York next week, and after I have finished there, to proceed to the southern states. 19. And he that was dead set up, and begun to speak. 20. His sea-sickness was so great, that I often feared he would have died, before our arrival. 21. I very much desire, that I might be more watchful in future. 22. Several alterations and additions have been made to the work. 23. The first proposal was essentially different, and inferior to the second. 24. Neither has he, nor any other persons, suspected so much dissimulation. 25. The intentions of some of these philosophers; nay, of many, might, and probably were good. 26. "The Lord hath given, and the Lord hath taken away." 27. If there be an honest man in the world, Charles is one. 28. Sweet apples are said to be as good, and even better, for swine, than potatoes. 29. If thou sincerely desire, and earnestly pursuest virtue, she will assuredly be found of thee. 30. Be that as it will, he cannot justify his conduct. 31. I know a man that his hair was gray before he was eighteen. 32. A pair of stairs. 33. He is to blame. 34. He was bred and born in Troy. 35. Come above, or below stairs. 36. He has got to learn. 37. He meant to have gone. 38. His master learns him. 39. He took better than half. 40. He thinks just like she does. 41. I

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am done. 42. You had as good go. 43. I will not go without you do. 44. The reason is because. 45. They went of an evening. 46. We will have fair weather. 47. I expect it was. 48. This is a very healthy country. 49. Apples are very plenty this year. 50. I am mistaken. 51. I saw a church, that the foundation is a solid rock. 52. The broad and narrow way are open before us; this leads to misery, that to happiness. 53. I had ought to go. 54. Those are very cheap goods.* 55. These houses, in the next square, are my brother's. 56. You no need to do it. 57. Less go home. 58. In religious concerns, or what is considered to be such, every man must stand or fall according to the decision of the great Judge.

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* Holding them in his hands.

FALSE GRAMMAR, ADAPTED TO THE RULES OF ORTHOGRAPHY.

RULE 1.

It is no great merit to spel properly; but a great defect to do it incorrectly.—Jacob worshipped his Creator, leaning on the top of his staf.—We may place too little as well as too much stres upon dreams.—Our manners should be neither gros, nor excessively refined.

RULE 2.

A carr signifies a chariot of war, or a small carriage of burden. In the names of druggs and plants, the mistake in a word may endanger life.

Nor undelightful is the ceaseless humm
To him who muses through the woods at noon.

The finn of a fish is the limb by which he balances his body, and moves in the water.—Many a trapp is laid to insnare the feet of youth.—Many thousand families are supported by the simple business of making matts.

RULE 3.

We should subject our fancies to the government of reason.—If thou art seeking for the living amongst the dead, thou wearest thyself in vain.—If we have denyed ourselves sinful pleasures, we shall be great gainers in the end.—We shall not be the happyer for possessing talents and affluence, unless we make a right use of them.—The truly good mind is not dismaied by poverty, afflictions or death.

RULE 4.

It is a great blessing to have a sound mind, uninfluenced by fanciful humours.—Common calamities, and common blessings, fall heavily upon the envious.—The comelyness of youth are modesty and frankness; of age, condescension and dignity.—When we act against conscience, we become the destroyers of our own peace.—We may be plaiful, and yet innocent; grave, and yet corrupt.—It is only from general conduct, that our true character can be portraied.

RULE 5.

When we bring the lawmaker into contempt, we have in effect annuled his laws.—By defering our repentance, we accumulate our sorrows.—The pupils of a certain ancient philosopher, were not, during their first years of study, permitted to ask any questions.—

We have all many failings and lapses to lament and recover.—There is no affliction with which we are visited, that may not be improved to our advantage.—The Christian Lawgiver has prohibited many things, which the heathen philosophers allowed.

RULE 6.

Restlessness of mind disqualifies us, both for the enjoyment of peace, and the performance of our duty.—The arrows of calumny fall harmlesly at the feet of virtue.—The road to the blisful regions, is as open to the peasant as the king.—A chillness or shivering of the body generally precedes a fever.—To recommend virtue to others, our lights must shine brightly, not dully.

The silent stranger stood amaz'd to see.
Contempt of wealth, and willful poverty.

RULE 7.

The warmth of disputation, destroys that sedatness of mind which is necessary to discover truth.

All these with ceasless praise his works behold,
Both day and night.

In all our reasonings, our minds should be sincerely employed in the pursuit of truth.—Rude behavior, and indecent language, are peculiarly disgraeful to youth of education.—The true worship of God is an important and awful service.—Wisdom alone is truly fair; folly only appears so.

RULE 8.

The study of the English language is making daily advancement. A judicious arrangement of studies facilitates improvment.

To shun allurments is not hard,
To minds resolv'd, forewarn'd, and well prepar'd.

RULE 9.

Every person and thing connected with self, is apt to appear good and desiraeable in our eyes.—Errors and misconduct are more excuseable in ignorant, than in well-instructed persons.—The divine laws are not reverseible by those of men.—Gratitude is a forceible and active principle in good and generous minds.—Our natural and involuntary defects of body, are chargeable upon us.—We are made to be servicable to others, as well as to ourselves.

RULE 10.

An obliging and humble disposition, is totally unconnected with a servile and cringing humour.—By solacing the sorrows of others, the heart is improved at the same time that our duty is performed.—Labour and expense are lost upon a droneish spirit.—The inadvertencies of youth may be excused, but knaveish tricks should meet with severe reproof.

RULE 11.

Love worketh no ill to our neighbor, and is the fulfilling of the law.—That which is sometimes expedient, is not allways so.—We may be hurtfull to others, by our example, as well as by personal injuries.—Where diligence opens the door of the understanding and impartiality, keeps it, truth finds an entrance and a wellcome too.

REMARKS.

The Rules of Syntax have been constructed so as to embrace all the varieties that generally occur in parsing; but as our language is acknowledged to be exceedingly anomalous, the "Notes, or Observations" which follow, are so framed as to include most of the irregularities that occur in composition. Hence, in parsing abstruse sentences, it may be necessary to refer to these notes, with which all scholars should eventually become familiar.

NOTES, OR OBSERVATIONS.

NOTE 1. The relative is generally the nominative case, when no nominative comes between it and the verb; as, The trees *which* are planted: otherwise, in the objective, and governed by the next active verb or participle that follows it; (unless governed by a preposition,) as, The trees *which* I planted. N. B. When there are two antecedents of different persons to which a relative pronoun refers, the relative and verb following, as well as the possessive pronoun, may agree in person with either, though usage may sometimes offer a preference; as, I am a man who *mind* my own business; or, I am a man who *minds* his own business. But when one of the antecedents has been preferred, that agreement must be observed throughout the sentence; as, I am he *who* counsels and *advises* you well; not, *who* counsels and *advise* you well.

NOTE 2. Nouns that signify the time *when* or *how long*, or that signify *space*, are generally governed by prepositions understood; as, He went home last week; that is, *on* last week. He lived four years at college; that is, *during* four years. Walk a mile; that is, *through* the space of a mile. All the days of my appointed time will I wait; that is, *through* all the days, or *during* all the days.

NOTE 3. After the adjectives *worth* and *like*, there is an ellipsis of *of* and *to*; as, The book is worth a dollar; that is, worthy *of* a dollar. She is like the lovely Thais; that is, like *to* the lovely Thais. Prepositions are frequently understood; as, We are going home; that is, *to* home. Buy him some books; that is, *for* him. He was banished the kingdom; that is, *from* the kingdom.

NOTE 4. The letter *o* before nouns in the phrases one o'clock, ten o'clock, &c., is a contraction of *on*; the same as to say, *one on* the clock. The article *a*, before participles, in the phrases *a* fishing, *a* walking, *a* hunting, &c., and before nouns, as, *a* bed, *a* board, *a* shore, &c., is generally supposed to be a contraction of *on* or *at*.

NOTE 5. Nouns of *dimensions*, and the like, stand without a governing word; as, They built a wall ten *feet* high and 40 *inches* thick. He is ten *years* old. N. B. The verb *needs* is sometimes

used without any nominative expressed or understood; as, There is no evidence of the fact, and there *needs* none.

NOTE 6. * A verb in the infinitive mood may be governed by a verb, noun, adjective, or participle; as, He *loves* to study—has an *opportunity* to study; is *apt* to learn, and is *endeavoring* to learn. N. B. *Than* and *as*, and other indeclinable words, sometimes appear to govern the infinitive mood; as, Nothing makes a man suspect much, more *than* to know little; an object so high *as* to be invisible.

NOTE 7. A verb in the infinitive mood absolute, stands independent of the remaining part of the sentence; as, *To confess* the truth, I was in fault.

NOTE 8. Participles, like verbs, relate to nouns or pronouns; as, I saw a man *laboring* in the field. They sometimes agree with a sentence, or part of a sentence; as, *According* to history, Alexander conquered the Persians. But, frequently they do not depend upon any particular word or sentence; being referable to either of the persons indefinitely; as, *Granting* this to be true, it would help us but little.

NOTE 9. Adverbs qualify verbs, participles, adjectives, and other adverbs; as, He spoke *eloquently*; Having lived *prudently*, he became rich; She is *unaffectedly* polite; She writes *very* correctly. No exact rule can be given for the placing of adverbs, on all occasions—though the general rule may be of considerable use; but the easy flow and perspicuity of the phrase are the things which ought to be chiefly regarded. When two auxiliaries are used, the adverb is usually placed after the second; as, We have been *kindly* treated. The adverb *there* is sometimes used as an *expletive*, or as a word that adds nothing to the sense; as, *There* is a person at the door.

* This note, although in accordance with the best authority, is deemed of but little consequence. Mr. Comley's rule on the subject (if any be necessary) is considered preferable, viz: A verb in the infinitive mood is always governed by the preposition *to*.

NOTE 10. Articles and adjectives belong to nouns, which they qualify or define; as, *Wise men*; *a King*; *this book*. Adjectives sometimes belong to verbs in the infinitive mood, a sentence, or part of a sentence; as, *To see is pleasant*; *To be blind is unfortunate*. When nouns are taken in their most extensive signification, they do not admit articles before them; as, *Dogs are faithful*; *Horses are useful*; *Man is the Lord of creation*. Proper nouns seldom admit articles before them; being sufficiently definite of themselves. Sometimes, however, they are admissible; as, *The earth, the French, the illustrious Franklin, a Mr. Blake* addressed the meeting.

NOTE 11. The Relative Pronoun *what*, frequently has no antecedent, but stands, immediately, for some noun, or for some indefinite idea; and should be parsed (except in name,) the same as a personal pronoun. *What* is sometimes used as an interjection; as, *What! are you there?*

NOTE 12. The pronoun *it* sometimes stands for a sentence, or part of a sentence; as, *I shall go to Boston, if business require it. It may be applied to any being or thing in the universe. It often represents the condition of persons or things; as, It is hot—that is, the weather; How is it with you? &c.* The personal pronouns are often used as antecedents; as, *He, who obeys not the laws, is a bad man.*

NOTE 13. The article *a* is used before *few, many, dozen, &c.*, indicating, collectively, one whole number; as, *A few days; a hundred years, &c.* *The* is sometimes used before adverbs, in order to mark the degree more strongly; as, *The more I read the book, the better I like it.* *N. B.* *A* is nearly synonymous with *one*, and the with *this* or *that*. *A* often includes the meaning of *every* and *each*; as, *He clears six dollars a day.*

NOTE 14. Prepositions, in their original and literal sense, denoted relation of place; as, *Christ was crucified between two thieves*. But they are now used figuratively, to express other relations; as, *We serve under a good master*. When two prepositions come together, the first is used adverbially; as, *He came down from the mountain.*

NOTE 15. In English, many verbs are sometimes used in a *transitive*, and sometimes in an *intransitive*, signification—the construction, only, determining of which kind they are; as, *I wrote a letter*; *He writes very fast*.

NOTE 16. A passive verb will always admit *by* or *with* after it, and make sense.

NOTE 17. The natural division of *time* or *tense* is into three parts—the *present, past* and *future*; as, *Present, I am writing*; *Past, I wrote, have written, or had written*; *Future, I shall or will write, or shall have written*. But, to mark time with more precision, grammarians generally make use of six.

NOTE 18. The Potential mood becomes Subjunctive, by means of the conjunctions *if, unless, except, &c.*, prefixed; as, *If I could deceive him, I should abhor it.*

NOTE 19. The distinguished use of the Conjunction is to save the repetition of words; as, *Tom, Dick, and Harry, live in York*. The above contains three simple sentences—the same as to say, *Tom lives in York, Dick lives in York, &c.* Hence it appears, that conjunctions often connect sentences, when they appear to connect only words.

NOTE 20. The adjective *many*, when followed by the article *a*, is joined to a singular noun; as, *Many a boy has been ruined, by keeping bad company.*

NOTE 21. Poets and some prose writers, occasionally take the license of using the plural form of the verb *be* when it has a singular nominative; as, “*Seek not temptation then, which to avoid were better,*” i. e. *would be better.*

NOTE 22. In forming the plural of complex nouns, usage is not uniform. Some good writers pluralize the *name* only; as, the *Miss Taylors*;—others vary the *title* only; as, the *Misses Taylor*;—while others vary *both*; as, the *Misses Taylors*. Of these three methods, sometimes *one* may be preferable, and sometimes *another*. Examples.

The first method is preferable, when the numerals *two* or *three, &c.*, are prefixed; as, the *two Miss Browns*; the *three Mr. Kings*. Also when it lessens the difficulty of pronunciation; as, the *Dea. Smiths*, the *Gen. Scotts, Esq. Spragues*. [Instead of the *Deacons Smith, the Generals Scott, &c.*] Also when the abbreviated title, *Mrs.** (having no corresponding plural) is applied to more than one, we are *compelled* to adopt this method; as, the *Mrs. Pratts*. And when *Miss* or *Mr.* thus applied, is connected with *Mrs.* in such instances, the same method is usually observed; as, the *Mrs. and Miss Pratts*; the *Mr. and Mrs. Pratts*. *This method, or the third*, is likewise preferable, when the *second* obscures the sense; as, the *Miss Blakes*, and cousins, or the *Misses Blakes, &c.* [To say, the “*Misses Blake and cousins,*” might imply *one* or *more* of the same name.]

The second method should be adopted, when a singular *name* has the plural *form*; as, the *Misses Woods*, the *Misses Jacobs*, the *Misses Brooks*. In speaking of married ladies, in such instances, we say, the *two Mrs. Woods*. This method should also be used when it lessens the difficulty of pronunciation; as, the *Misses Moses*, [instead of the *Miss Moseses*, or the *Misses Moseses*.]

The third method, or the second, is generally adopted (especially when applied to Companies or Co-partnerships) in the use of the title, *Mr.*, which has an abbreviated French plural; as, the *Messrs.† Harpers*, or the *Messrs. Harper; Messrs. Phillips, Sampson & Co.* Also when complex nouns are *common*, the third method is generally used; as, *Messrs. Editors*.

N. B. As all titles partake somewhat of the nature of adjectives, which are seldom varied on account of number, and as it evidently tends more to uniformity (some titles having no abbreviated plurals) the *first method*, with the above mentioned exceptions, is generally deemed the most eligible.

NOTE 23. Letters and figures (used merely as nouns, without regard to their appropriate signification) generally form the plural with an apostrophe and the letter *s*; as, the *a's* and the *b's*, the *2's* and the *3's*, dotted *i's* and cross *t's*. Some good writers form the plural of words also (when used as above) in the same manner: as the *i's* and the *and's*, the *of's* and the *to's*.

NOTE 24. Compound nouns ending in *ful*, as well as most other compounds, have the regular plural; as, *spoon-fuls, pail-fuls, mouse-traps, tea-pots, &c.* But when composed of two nouns connected by a preposition, the plural is generally formed by adding *s* to the first noun; as, *sons-in-law, mothers-in-law*. And when composed of an adjective and noun, some authors also pluralize the first, or principal word; as, *courts-marshal, knights-errand, cousins-german, aids-de-camp, &c.* Though no good reason can be assigned, it is believed, why such compounds should not have the regular plural as well as *coach-fuls, bag-fuls, &c.* The same remarks will apply to other similar compounds; such as *two-year-old, three-year-old, &c.*; as, *I own 10 two-year-olds, and 8 three-year-olds.*

NOTE 25. For sentences like the following—the book *is printing*, the house *is building, &c.*, some good writers substitute the passive form; as, the book *is being printed*, the house *is being built*. But the first form is considered preferable, [a, the contraction of *at*, being always expressed or understood in such cases; as, *he has gone a hunting*.] *A* is sometimes employed in the sense of the preposition *of*; as, *Thomas a Becket [of Becket]* and sometimes in the sense of *to*; as, *flour sold at \$4,50 a \$4,58*—and occasionally it is used as a mere expletive prefix; as, “*Tom's a cold.*”

*Pronounced *Miss-sis*.†Pronounced *Mish-urz*.

NOTE 26. The same word is sometimes common and sometimes proper. Examples—Alexander conquered the *Persians*; I saw several *Persians*. In the first sentence, *Persians* is a proper noun, because it is used to distinguish a particular nation from all other nations; but in the second sentence it becomes common, because it is a name common to all other individuals of the same nation. Proper nouns also generally become common, by annexing an article to them; as, She is reading the lives of the twelve *Cæsars*; he is a *Cicero*. And common nouns become proper, when applied to the Deity; as, *King, Father, Lord*.

NOTE 27. The adverbs, *here, there, and where*, are now generally substituted in common writing and speaking, for *hither, thither, or whither*; as, come *here*; *where* are you going? But in grave, or solemn style, the latter are preferable; as, "Come *hither* all ye weary souls." "*Whither* shall ye flee?"

NOTE 28. The expressions, *had rather, had better, had as lief, or as lieve*, though anomalous, are well authorized; as, I *had rather* stay, but you *had better* go; because Mary *had as lief* take your place as not. But *had ought* is a gross vulgarism, and should always be avoided; as, He *had ought* to do it. It should be, He *ought* to do it. [*Ought* being a defective verb, and used only in the present and perfect tenses.] *Had like* and *had as goods* are also incorrect; as, I *had like* to have gone; you *had as goods* do it. The word, *like* or *liked* is sometimes improperly used without being joined to *had*; as, I *liked* to have killed the squirrel with a stone.

NOTE 29. Most authors, among whom is Webster, allow that some transitive verbs govern two objective cases, one expressing the *person* and the other the *thing*; as, He asked *John* a *guinea* for the cane. Some however contend, that in all such cases, there is an ellipsis of a preposition, as in the following sentence: He taught the *boys* *philosophy*. That is, he taught *philosophy to* the boys; or he taught *to* the boys *philosophy*. Many nouns do certainly carry the appearance of being governed by a verb, when they are, in fact, governed by a preposition understood.

NOTE 30. Intransitive verbs sometimes assume a transitive form, and may be said to *govern*, although the nouns which follow them are not strictly their objects; as, Joseph *dreamed* a dream; *to live* a life of virtue; *to run* a race; *to sleep* the sleep of death; *to die* the death of the righteous; he *walked* his horse; he danced a hornpipe. Nearly allied to this idiom is that of using after transitive verbs, certain nouns which do not appear to be strictly the objects of the verbs, but still are called objective cases, and governed by them; as, The piece of gold *weighs* a pound; the cloth *measures* ten yards.

NOTE 31. One or two authors make passive verbs govern the objective case; as, He *was asked* a question; she *was denied* admission, &c.; but in all such examples, according to our most approved authors, the noun which follows is either governed by some preposition understood, or stands without a governing word.

NOTE 32. There are several nouns of multitude which do not vary their forms in the plural number; as, *Six Dozen; Five Hundred; Three Score and Ten*. The words, *cannon, shot, &c.*, and *horse and foot*, [denoting bodies of soldiers] although singular in form, are frequently used in a plural sense without any variation; as, A body of 1000 *foot* and 500 *horse*, with a park of 10 *cannon*, was sent to reconnoiter the city, and several *shot* were fired. The word *fish* has a plural form, but is frequently used in the plural sense without changing its singular form; as, *Fish* are very plentiful. The names of all kind of fish, when used in the plural, are seldom varied from the singular form; as, *shad, mackerel, halibut, &c.*

NOTE 33. Two or more nouns connected by *and*, denoting the same person or thing, require singular verbs to agree with them;

as, The *hero and patriot* has breathed his last; Why is *dust and ashes* proud? *Rum and molasses*, well stirred together, is said to be good for a cold.

NOTE 34. Proper nouns, generally, do not admit of a plural form, except the names of nations, societies, chains of mountains, and groups of islands; as, the *Russians, the Friends, the Appennines, the West Indies*.

NOTE 35. Adverbs are not unfrequently *absolute*; that is, they qualify no particular word, but usually refer to the whole preceding sentence; as, *yes, no, amen, &c.*, and not unfrequently they are expletives,—that is, qualify nothing; as, "*There* came to the beach a poor exile of Erin." Sometimes several words are used together as an adverb, called an adverbial phrase; as, *by and by, from whence, &c.*

NOTE 36. Adjectives of number, as *two, three, four, six, &c.*, are sometimes called Numeral Adjectives. Any adjective may be said to be used as a noun, or as a substitute, when the noun to which it belongs is not expressed; as, *Many* were invited, but the *wise* only accepted. [That is, *many* people, *wise* people.]

NOTE 37. When several adjectives belong to the same noun, the article should generally be used before the first only; as, *a large, sweet, mellow apple*. But when the omission would occasion ambiguity, or when we wish to be *emphatical*, the article should be repeated before each; as, *a white and a red apple*, [*a white and red apple* might imply but *one* apple, partly *white* and partly *red*.] *The* learned, *the* eloquent, *the* patriotic Catham. Also when one adjective or noun begins with a *vowel* or silent *h* and the other with a *consonant*, the indefinite article, if used, must be repeated and changed from *a* to *an*, or from *an* to *a*, as the case may be; as, *a wise and an honest Prince; an owl and a hawk; a peach and an apple*, [not *a peach and apple, or an apple and peach*.] In a comparison, limited to one individual, the article should not be repeated before the last noun; as, He is *a better farmer* than *sailor*; but when two persons are implied, the article should be used before the *last* as well as the *first*; as, He is *a better farmer* than *a sailor* would be.

NOTE 38. The subjunctive mood has no variation, in the form of the verb, from the indicative, except in the present tense of verbs generally, and the present and imperfect tenses of the verb *to be*. It may be of use to the learner to remark, that though we have used *if* only, in the conjugation of the verb in the subjunctive mood, yet any other conjunction, expressing doubt, may, with equal propriety, occasionally be used; as, *though, unless, &c.*

The form of the present tense of the subjunctive mood, is frequently used to express future time, the auxiliary being suppressed; thus, instead of saying, If he *should be*, if he *should go*, if he *should learn*; we frequently say, if he *be*, if he *go*, if he *learn*. *Should* is probably more used to form the future tense of the subjunctive mood, than *shall*, or *will*.

It should be noticed, that the sign of the subjunctive mood, is not always expressed; supposition or hypothesis may be well expressed without the conjunctions, *if, though, unless, &c.*; as, *Were it possible, for if it were possible*.

The potential mood becomes subjunctive, by means of the conjunctions *if, though, unless, &c.* prefixed to its tenses, without any variations from the potential inflections; as, If I *could deceive* him, I should abhor it.

In poetry and law style, the verb *let*, in the imperative mood, is frequently omitted; as, "*Perish* the lore that deadens young desire;" that is, "*let* the lore perish," &c. "*Be* ignorance thy choice, where knowledge leads to woe;" that is, "*let* ignorance be thy choice, &c." "*Be* it enacted;" that is, "*let* it be enacted."

Those tenses are called simple tenses, which are formed of the principal verb; as, I *learn, I learned*. The compound tenses are such as cannot be formed without an auxiliary verb; as, I *have*

learned, I had learned, I shall or will learn, I may learn, I may be learned, I may have been learned, &c. These compounds are, however, to be considered as only different forms of the same verbs.

NOTE 39. The *present tense* is sometimes applied to represent the actions of persons long since dead, as transacting at the present time; as, Seneca *reasons* well. It is occasionally used to point out the relative time of a future action, as brought into present view; as, When the mail *arrives*, we shall hear from home. In animated historical narrations, it is also sometimes substituted for the imperfect tense; as, He *enters* the territory, *fights* and *conquers*.

NOTE 40. The perfect tense, and the imperfect tense, both denote time that is past; but the former denotes it in such a manner, that there is still actually remaining some part of the time to slide away, wherein we declare the thing has been done; whereas the imperfect denotes the thing or action past, in such a manner, that nothing remains of that time in which it was done. If we speak of the present century, we say, Philosophers *have made* great discoveries in the present century; but if we speak of the last century, we say, Philosophers *made* great discoveries in the last century. He *has been* much afflicted this year; I *have* this week *read* the king's proclamation; I *have heard* great news this morning. In these instances, He *has been*, I *have read*, and *heard*, denote things that are past; but they occurred in this year, in this week, and to-day; and still there remains a part of this year, week, and day, whereof I speak.

In general, the perfect tense may be applied wherever the action is connected with the present time, by the actual existence, either of the author, or of the work, though it may have been performed many centuries ago; but if neither the author nor the work now remains, it cannot be used. We may say, Cicero *has written* orations; but we cannot say, Cicero *has written* poems; because the orations are in being, but the poems are lost. Speaking of priests in general, we may say, They *have* in all ages *claimed* great powers; because the general order of the priesthood still exists: But if we speak of the Druids, as any particular order of priests, which does not now exist, we cannot use this tense. We cannot say, The Druid priests *have claimed* great powers; but must say, The Druid priests *claimed* great powers; because the order is now totally extinct.

NOTE 41. *Will*, as auxiliary in the first person, intimates resolution and promising; in the second and third persons, it only foretells; as, We *will* remember benefits; "I *will* reward the good;" you or they *will* have a pleasant walk.—*Shall*, on the contrary, in the first person, simply foretells; in the second and third persons, *promises, commands, or threatens*; as, We *shall* dine at home; "Thou *shalt* inherit the land;" Ye *shall* do justice.—The foreigner who fell into the Thames and cried out, "I will be drowned—no body shall help me," made a sad misapplication of the auxiliaries. *Will* is not used in the first person of the second future tense; it being incompatible with the nature of a promise. We cannot say, I *will have written* a year, on the first of October next; but, I *shall have written*, is a common expression.

NOTE 42. The auxiliary verb *did*, should never be joined to any verb except the present form; as, I *did go*, I *did lie* abed, [not *did lay* abed.] It would be proper to say, I *lay* abed yesterday, but not to say, I *did lay* &c.; because *lay* is here the past tense of the intransitive verb *lie*, [to lie down.] But it would be correct to say, I *did lay* the book on the shelf; because *lay* is here the present tense of the transitive verb, *lay* [to put or to place.] See "Catalogue of Irregular Verbs." When joined to a single verb, the same may be said of the auxiliaries, *may, can, must, might, could, would, should, shall* and *will*; as, I *can learn*, he *must write*, she *should lie* abed, you may *lay* the book on the shelf. But this does not apply to compound verbs; as, I might *have spoken*, I shall *have written*.

NOTE 43. Between the participle and the verb there is such a

nice gradation, that young learners often find it difficult to distinguish the difference. An illustration, on the subject, may be of service to the learner. It appears that the same word is sometimes a participle, and sometimes a verb. Examples: John *loved* his book." Here *loved* is a verb; but in the following sentence it is a participle: "John, *loved* by all who knew him, was greatly lamented." The Britons daily *harrassed* the enemy; *Verb*.—The Britons, daily *harrassed* by the Piets, were obliged to call in the Saxons; *Participle*. I *admired* and *applauded* him; *Verb*.—*Admired* and *applauded*, he became vain; *Participle*. He is *heated* with liquor; *Verb*.—The man, *heated* with liquor, could not brook the offence; *Participle*. He *charged* the enemy; *Verb*.—*Charged* with rich gifts from the king, he presents himself before the prophet, &c., *Participle*. They are *joined* together; *Verb*.—Virtue *joined* to knowledge and wealth, confers great honors and respectability; *Participle*. He is *raised* to greatness; *Verb*.—*Raised* to greatness, he employed his power, &c.; *Participle*. I have *erected* a house; *Verb*. Yon house, *erected* on the rising ground, drew me from my road; *Participle*. He *lodged* at the inn; *Verb*.—I found him *lodged* in prison; *Participle*.

In forming the moods and tenses, participles are often associated with verbs; in this case, they seem to lose their character as participles, and become verbs. Hence, it may be remarked, that when the participle performs the office of a verb through all the moods and tenses, implies the idea of time, and governs the objective case of nouns and pronouns, in the same manner as verbs do, it cannot properly be called a distinct part of speech; for it is manifest, in such cases, that it is a species or form of the verb, and therefore may be called a verb; as in the following examples: "I am *writing*, or I had *written*"; He is *teaching*; He has *spoken*; We have *been loved*; They might have *been taught*."

A word cannot be a perfect participle, unless it will admit of *have* before it, and make sense.

The participle often becomes an adjective; as, a *loving* friend; a *moving* spectacle; a *heated* imagination; *lasting* friendship. In such cases, it admits of comparison by *more* and *most, less* and *least*; as, A *more admired* artist; a *most respected* magistrate. It sometimes becomes a noun; as, The *burning* of London was a distressing event. By *trusting* to his honor I lost my money. In this usage it takes the plural form; as, The *overflowings* of the Nile. He seeth all his *goings*.

Sometimes the plural is used when an adverb is attached to the participle; as, The *goings out*—the *comings in*. But this use of the participle is not deemed elegant, nor is it common in colloquial discourse.

Many words, such as *untouched, unvexed*, &c., have the appearance of being participles, which are, in fact, adjectives; as, "Can we, *untouched* by gratitude, view the profusion of good which the Almighty hand bestows around."

NOTE 44. When a numeral and a qualifying adjective both refer to the same noun, the numeral should be placed first; as, the *two young* ladies; the *two wisest* men, [not the *young two* ladies, &c.]

NOTE 45. *Quoth*, meaning to say, is obsolete in prose, but in poetry and burlesque, it is sometimes used in the third person singular; as, *quoth he*.

Wot, meaning to know, is obsolete in modern style, but frequently used in scripture; as, "I *wot* not who hath done this thing;" My master *wotteth* not what is with me in the house. It is used in the present and past tenses only.

Wist, meaning to think or imagine, is seldom met with, but in the early English writings, and in the English bible; as, "Wist ye not that I must be about my Father's business."

In most languages there are some verbs which are defective with respect to persons. They are used only in the third person, because they refer to a subject peculiarly appropriate to that person; as, *it rains, it snows, it hails, it lightens*, &c.

NOTE 46. Care must be taken not to employ *Quotations, Parentheses, Brackets, or Italics*, too frequently in composition. Like good wine, they should be used judiciously and sparingly:—otherwise they may injure the sense and weaken the force of an argument. All good writers observe a due caution, in this respect. Neither should *foreign words or phrases* be often quoted, or too many *qualifying terms* be used in writing and speaking. [Adjectives and adverbs.] Very long sentences, between periods, should generally be avoided,—as they frequently obscure the sense.

A few more Remarks with regard to Gender, Number and Case.

The following nouns and their compounds form their plural regularly:—*strife, fife, safe, brief, chief, grief, handkerchief, mischief, dwarf, scarf, turf, surf, gulf, roof; proof, hoof, and such as end in ff, except staff*, which has *staves*, though its compounds are regular; as, *flag-staff, flag-staffs*. *Staff*, as a military term, has *stuffs*. The plural ending often makes an additional syllable; as, *horses, horses*. Nouns ending in *o*, preceded by a consonant, form their plural by adding *es* to the singular; as, *hero, heroes; negro, negroes*; except *junto, memento, canto, tyro, grotto, portico, solo, zero, quarto, and octavo*, which have *s* only added for the plural; also when the *o* is preceded by another vowel, the *s* only is added; as, *folio, folios*. Some nouns have two forms in the plural, with different significations; as, *brother, brothers*, [of one family,] *brethren*, [of one society]; *penny, pennies*, [distinct species of coin,] *pence*, [in computation]; *pea, peas*, [the seeds, as distinct objects; as, five *peas*]; *pease*, [applied to a mass—the species; as, *pease* are dear.]

Many nouns from foreign languages, generally retain their original plurals.

Alumnus, alumni.	Fungus, { fungi,
Amanuensis, amanuenses.	{ funguses.
Analysis, analyses.	Genus, genera.
Antithesis, antitheses.	Gymnasium, { gymnasia,
Apex, { apices,	{ gymnasia,
{ apexes.	Hypothesis, hypotheses.
Appendix, { appendices,	Ignis fatuus, ignea fatui.
{ appendixes.	Index, { indices, [referring to
Arcanum, arcana.	{ algebraic quantity.]
Automaton, { automata,	{ indexes, [pointers, or
{ automata.	{ tables of contents.]
Axis, axes.	Larva, larvæ.
Bandit, { Banditti,	Lyceum, { lyceæ,
{ Bandits.	{ lyceums.
Basis, bases.	Medium, { media,
Beau, beaux.	{ mediums.
Calx, { calces,	Memorandum, { memoranda,
{ calces.	{ memorandums.
Cherub, { cherubim,	Metamorphosis, metamorphosés.
{ cherubs.	Miasma, miasmata.
Crisis, crises.	Momentum, momenta.
Criterion, { criteria,	Monsieur, messieurs,*
{ criterions.	Nebula, nebulae.
Datum, data.	Oasis, oases.
Desideratum, desiderata.	Phasis, phases.
Dogma, { dogmas,	Phenomenon, phenomena.
{ dogmata.	Radius, radii.
Effluvium, effluvia.	Seraph, { seraphim,
Ellipse, ellipses.	{ seraphs.
Emphasis, emphases.	Speculum, specula.
Encomium, { encomiums,	Stamen, { stamens,
{ encomia.	{ stamina.
Erratum, errata.	Stimulus, stimuli.
Focus, foci.	Stratum, strata.
Formula, { formulas,	Thesis, theses.
{ formulæ.	Vortex, vortices.

* Abbreviated to *Messrs.* and pronounced *Meskurz*. It is also the plural of *Mistress*, abbreviated to *Mrs.* (*Mistress* is abbreviated to *Mrs.*, (having no corresponding plural,) pronounced *Mis-sis*.)

Some nouns have the same form in both numbers; as, *sheep, swine, bellows, series, species, means, odds, ethics, mathematics, metaphysics, pneumatics, optics, &c.* [One *sheep* is worth \$5, two *sheep* are worth \$10; this *bellows* is, these two *bellows* are.]

The following words, though sometimes used as singular nouns, are more properly plural:—*alms, amends, pains, riches, wages.*

The following are used only in the plural:—*Annals, archives, ashes, assets, billiards, bitters, bowels, breeches, calends, clothes, drawers, [an article of dress,] dregs, embers, entrails, goods, hatches, hose, [stockings,] hysterics, ides, lees, letters, [literature,] literati, lungs, manners, minutia, morals, nippers, orgies, pantaloons, pincers, plaias, politics, scissors, shambles, shears, snuffers, statistics, tidings, tongs, trousers, vespers, victuals, vitals.*

THE FOLLOWING REMARKS AND EXAMPLES WILL SERVE TO EXEMPLIFY THE PRONOMINAL ADJECTIVES:

Some, other, any, one, all, such, none, are sometimes called the *indefinite* kind, because they express their subjects in an indefinite manner.

One, when confined to number, is used as an adjective; as, "God hath made of *one* blood all nations of men." When used as a pronoun, it has a general signification, meaning people at large; as, *One* is astonished at the vices of men. *One* is apt to love *one's* self. This word is often used, by good writers, in the plural; as, The great *ones* of the world. The boy wounded the old bird, and stole the young *ones*. My wife and little *ones* are in good health.

The plural *others* is only used when apart from the noun to which it refers; as, When you have perused these papers, I will send you the *others*. The singular *other*, is used both when the noun is expressed, and when it is understood; as, Give me the *other*; or, Give me the *other* book. When this word is joined to nouns, either, singular or plural, it has no variation; as, The *other* man, The *other* men.

The word *another* is composed of the indefinite article prefixed to the word *other*.

None is used in both numbers; as, *None* is so deaf as he that will not hear. *None* of them are equal to these.

Each, every, either, are sometimes called the *distributive* kind, because they denote the persons, or things, that make up a number, as taken individually.

Each includes all the individuals of a collective number; as, *Each* of the men escaped unhurt. He met ten beggars, and gave *each* a crown.

Every includes all the individuals of a collective number, but is never separated from its noun, except in legal proceedings; as in the phrase, all and *every* of them. It may be used in construction, with a plural noun, implying a collective idea; as, *every* seven years.

Either signifies only one of two individual persons, or things; as, You may choose *either* of these two apples. To say, *either* of the three, is therefore improper.

Neither imports *not either*; that is, not one or the other; as, *Neither* of my friends was there.

This, that, these, those, are sometimes called the *definitive* or *demonstrative* kind, because they precisely point out the nouns to which they relate.

OF GENDER. Nouns of the masculine or feminine gender are frequently used in a general sense, including both sexes; as, "And with thee will I break in pieces the *horse* and his rider." "Go to the *ant* thou sluggard, consider her ways and be wise."

When we speak of males and females of our own species, without regard to sex, we generally employ a term in the masculine gender; as, *Man* is mortal; the *authors* and *poets* of the age.

In speaking of young children, and of animate objects whose sex is unknown, we often employ the neuter pronoun, *it*; as, the child was well, when I saw *it*; he caught the bird, but *it* soon escaped from him.

Some words are used only in the feminine gender; as, *Amazon, brunette, dowager, shrew, syren, virago*.

OF CASE. In forming the possessive case of singular nouns, the regular method is always preferable when the additional *s* does not occasion too much of a hissing sound;* but as this *s* frequently adds another syllable to the word, poets generally take the license of retaining it or not, as their *measure* may require.

VULGARISMS. The following vulgarisms, with many others of the same class, should be carefully avoided. I *sot*, I *axed* him, this is *hisen*, this is *yourn*, handsome *housen*, I *seed* him, I *knowed* him, many *chimleys*, the *littlest* apple, he *aint* acquainted with her, a quarter of *weal*, she is going a *wisiting*, good port *vine*, &c.

AGREEMENT is the correspondence of one word with another, in gender, number, person, or form.

GOVERNMENT is the power which one word has over another, in causing it to be in some particular *case*, &c.

A SIMPLE SENTENCE contains one nominative case and one finite verb,† expressed, or understood; as, Exercise promotes health.

A COMPOUND SENTENCE contains more than one nominative case and one finite verb, expressed or implied; as, Virtue refines the affections, but vice debases them.

A PHRASE or CLAUSE is a sentence, or part of a sentence,—a short expression or mode of speech.

AN IMPERFECT PHRASE, (frequently called an ADJUNCT,) is a short expression or mode of speech, embracing all the words of a simple sentence except the principal parts, but not amounting to an assertion or a proposition; as, *Therefore, desirous of praise,—in the pursuit of riches,—by and by,—hand in hand,—not at all,—* Printing was invented in the fifteenth century.

AN IDIOM is a form of expression peculiar to a language; as, *Bear with me*; They came forward, *to a man*.

PARSING or ANALYZING is the resolving of a sentence into the elements or parts of speech, and showing their connection, government and agreement.

TRANSPOSITION is when words are placed out of their natural order; as, "She, with extended arms, his aid implores," [implores his aid.]

DIRECTIONS RESPECTING THE USE OF CAPITAL LETTERS.

CAPITALS are used in the following situations:

1. At the beginning of every principal word in the titles of books, chapters, &c.; as, Johnson's Dictionary of the English Language; Rollin's Ancient History.

2. The first word of every book, chapter, letter, note, or any other piece of writing.

3. The beginning of the first word after a period; and if the two sentences are totally independent, after a note of interrogation or exclamation. But, if a number of interrogative or exclamatory sentences are thrown into one general group; or, if the construction of the latter sentence depends on the former, all of them except the first, may begin with small letters; as, "How long, ye simple ones, will ye love simplicity? and the scorers delight in their scorning? and fools hate knowledge?" "Alas! how different! yet how like the same!"

4. The first word of a quotation, introduced after a colon or semicolon, or when it is in a direct form; as, "Always remember this maxim; 'Know thyself.'" But when a quotation is brought

in obliquely after a comma, a capital is unnecessary; as, Solomon observes, that "pride goes before destruction." The first word of an example may also very properly begin with a capital; as, "Temptation proves our virtue."

5. The pronoun *I*, and the interjection *O*, must always be capitals; as, "I write; Hear, O earth."

6. At the beginning of every line of poetry.

7. All names, epithets, or qualities of our Creator, are always begun, if not wholly written, with capitals; as, GOD, LORD, Supreme Being, Almighty, Most High, Divine Providence. The word *heaven* must always begin with a capital, when used as the name of the King of heaven; as, "May Heaven prosper you." But when it is used as the name of the abode of the blessed, it may begin with a small letter, except at the beginning of a sentence; as, "The angels of heaven." "The Lord of heaven and earth."

8. All proper names, of whatever description, must begin with capitals; of persons, heathen gods and goddesses, brutes, the planets,* the fixed stars and constellations, countries, kingdoms, states, cities, towns, streets, islands, mountains, rivers, ships, seas, oceans, &c.; as, Benjamin Franklin; Sir Isaac Newton; the Alleghany Mountains; the Ohio River; Lake Superior; the Red Sea; the Frigate *Guerriere*. Also all adjectives derived from proper names; as, the Newtonian system; Grecian, Roman, American, French, Italian, &c.

9. All titles of honor, professions, and callings of men, particularly when an address is made, ought to begin with capitals; as, President, Governor, General, Judge, Esquire, Mr., &c. Also all qualities used as titles of men; as, Honorable, Reverend, &c.

10. Capitals are always used to begin the names of all courts, societies, and public bodies of men: as, Congress, the General Assembly, the Supreme Judicial Court, the Court of Common Pleas, the Humane Society, the Corporation, &c.

11. The names of all religious sects and denominations, are begun with capitals; as, Episcopalians, Baptists, Friends, &c.

12. Capitals are always used to begin the names of months, and the days of the week; as, January, February, &c., Monday, Tuesday, &c. Also all public days; as, a Public Thanksgiving, a Solemn Fast, &c.

13. The names of all articles of commerce, when entered in merchant's books, advertisements, &c., should begin with capitals; as, Linen, Cotton, Silk, Rum, Sugar, Tea, &c. Also all sums of money specified in notes, bonds, &c.; as, Ten Dollars and Seventy-five Cents.

14. Very emphatical words are frequently begun, and sometimes wholly written, in capitals.

REMARKS ON THE ELLIPSIS.

Ellipsis, when applied to grammar, is the elegant omission of some one part, or parts of speech, in a sentence.

The part of speech that is omitted, must be added in idea, either to complete the sense, or to parse the sentence grammatically.

To shun the unpleasant repetition of words, and to render the mode of expression as elegant as possible, is the main design of the ellipsis.

That this figure may be used with elegance, the speaker, or writer, should be careful to shun all ambiguity of expression. Whenever the meaning is obscured, the figure is improperly used.

Simple sentences are seldom elliptical: but compound sentences are very often affected with this figure.

To produce some examples of elliptical sentences, is the best method to impress the understanding with the propriety, or impropriety, of using the ellipsis.

ELLIPSIS OF THE ARTICLE.

The men, women, and children; together with the cattle, houses, barns, and fields, were all destroyed.

* The earth excepted.

*It will be observed, that the apostrophic *s* frequently increases the difficulty of pronunciation—thus, in pronouncing the word, *Moses's*, this sound of *s* occurs three times in immediate succession. Other singular possessives, if formed with an *s* and an apostrophe, would also be extremely hard to pronounce; as, *Achilles's* shield; for *righteousness's* sake.

† A verb not in the infinitive mood.

The repetition of the article *the*, before each noun, in this sentence, is needless.

When any peculiar emphasis is to be placed upon the nouns, then the repetition of the article *the* is both necessary and elegant.

"But of that day, and that hour, knoweth no man; no, not *the* angels, which are in heaven, neither *the* Son, but *the* Father."

ELLIPSIS OF THE NOUN.

A most kind, tender, and faithful *husband*. A most beautiful, amiable, prudent, and virtuous *wife*.

Sentences that are very emphatical, will not admit the ellipsis.

"Christ, the power of God, and the wisdom of God." "*Christ, the power and wisdom of God,*" is not so emphatical.

He went to St. Stephen's. He is dean of St. Paul's. Whose book is this? It is Peter's. This is good composition; and more elegant, than if the nouns, omitted by the ellipsis, were supplied. And, yet, in parsing, we must say, St. Stephen's Chapel; St. Paul's Church; It is Peter's book.

ELLIPSIS OF THE ADJECTIVE.

Washington was a *great* scholar, statesman, and general.

In sentences of this kind, care should be taken, that the adjectives omitted, be as proper to qualify the latter, as the former noun.

The ellipsis of adjectives should never be applied to nouns of different numbers.

ELLIPSIS OF THE PRONOUN.

My house and tenements to Ned. *My* book, pen, ink, and paper. *My* father and mother, sisters and brothers.

If the expressions demand a particular emphasis, we must dispense with the figure. "O, send out *thy* light and *thy* truth." "The Lord is *my* light and *my* salvation."

ELLIPSIS OF THE VERB.

"And knowest not *that thou art* wretched, and miserable, and poor, and blind, and naked."

To omit verbs, in similar instances, is very proper. In the preceding sentences, the conjunction *that*, the pronoun *thou*, and the verb *art*, are omitted in four different places; and yet there is no obscurity of sense.

When several verbs, in succession, are used in the infinitive mood, elegance requires that *to*, the sign of the infinitive mood, should be omitted before all but the first.

To love and fear God, is man's duty.

ELLIPSIS OF THE ADVERB.

He walks, speaks, and behaves, very *genteelly*. He teaches his scholars to spell, read, and write, *correctly*.

ELLIPSIS OF THE CONJUNCTION.

God is to be loved for his truth, goodness, mercy, *and* grace.

In all emphatical expressions, the conjunction ought to be used.

"For I am persuaded, that *neither* death, *nor* life, *nor* angels,

nor principalities, *nor* powers, *nor* things present, *nor* things to come, *nor* height, *nor* depth, *nor* any other creature, shall be able to separate us from the love of God."

Corresponding conjunctions should never be omitted: A few examples will evince the impropriety of their omission.

So—as. Providence is not *so* large *as* Boston. Providence is not *more* large *so* Boston.

As—as. He is *as* learned a man *as* you. He is *so* learned a man *as* you.

Whether—or. *Whether* it were you, *or* they, that played. *Whether* it were you, *nor* they, that played.

Neither—nor. *Neither* this man, *nor* his father. *Neither* this man *or* his father.

Either—or. Choose *either* this, *or* that. Choose *either* this, *and* that.

Though—yet. *Though* he is not polite, *yet* he is learned and virtuous. *Though* he is not polite, he is learned and virtuous."

So—that. It is *so* plain, *that* you must know it. It is *so* plain, you must know it.

ELLIPSIS OF THE PREPOSITION.

To finish his education, he made a tour *through* England, France, Italy, Germany, and Holland."

The repetition of the preposition *through*, before all these nouns, would be inelegant. And where neither sense nor perspicuity demands the use of a preposition, it should be avoided.

The following quotations are very elliptical. "Let us swallow them up alive as the grave, and whole as those that go down into the pit." Supplied: Let *thou* us swallow them up alive as the grave *swalloweth* them up alive, and let *thou* us swallow them up whole, as those are *swallowed* up whole, that go down into the pit.

That the above verse cannot be parsed without supplying, in idea, the words that are omitted by the ellipsis, is evident to all acquainted with the rules of Syntax.

"That we may enjoy ourselves, let us be temperate, chaste, moderate; that we may enjoy one another, let us be benevolent, humane, charitable; that we may enjoy God, let us be pious, devout, and holy; detesting the vices, and despising the vanities of this world."

That we may enjoy ourselves, let us be temperate, *that we may enjoy ourselves, let us be chaste, and that we may enjoy ourselves, let us be moderate*; that we may enjoy one another, let us be benevolent, *that we may enjoy one another, let us be humane, and that we may enjoy one another, let us be charitable*; and that we may enjoy God; let us be pious, *that we may enjoy God, let us be devout, and that we may enjoy God, let us be holy*; detesting the vices, and despising the vanities of this world.

That the use of the grammatical ellipsis, under certain circumstances, is necessary as well as elegant, appears by this antithesis. The repetition of the words in *Italics*, obscures, in a measure, the sense; lessens the majesty of expression; and greatly fatigues the mind.

PUNCTUATION.

PUNCTUATION treats of the points or marks used in written composition, for the purpose of showing more clearly the sense intended to be conveyed, and the pauses required in reading and speaking.

A *Comma* [,] denotes a pause of one syllable.

A *Semicolon* [;] denotes a pause of two syllables.

A *Colon* [:] denotes a pause of three syllables.

A *Period* [.] denotes a pause of four syllables.*

An *Interrogation point* [?] shows where a question is asked; as, Whom do you see?

*i. e. While you can count four, &c.

An *Exclamation point* [!] is a mark of wonder or surprise; as, O the folly of sinners!

N. B. The pause of these two last points is the same as a period.

The *Dash* [—] marks a break in the sentence, or an abrupt turn; as, "If thou art he—but Oh! how fallen."

"Here lies the great—false marble where?
Nothing—but sordid dust lies here!"

It is also used when a person is waiting for an answer; as, "Hold up thy hand, make signal of thy hope—He dies and makes no sign." N. B. Modern writers often employ dashes in the place of the parenthesis.

A *Parenthesis* [()] includes words, not necessary to make sense, and should be read quicker, and in a weaker tone of voice; as,

"Know, then, this truth, (enough for man to know),
Virtue alone, is happiness below."

Brackets or *Hooks* [] include words that serve to explain a foregoing word or sentence; as, This event [the burning of Rome] occurred during the reign of Nero. He [John] lives in Boston. They [the Americans] &c.

The *Caret* [^] denotes an interlineation, and shows where to bring in what was omitted (through mistake, or otherwise,) in the first writing; as, "Without^a friend, the world is^{but} a wilderness."

The *Hyphen* [-] is chiefly used to join the parts of a word together, that are written partly in one line, and partly in another; as, We are commanded to love and do good to those that are our *enemies*. It is also used to connect compound words; as, *lap-dog*, *teapot*. NOTE. In dividing a word at the end of a line, the break should always be made between two syllables, and not between different letters of the same syllable.

An *Apostrophe* ['] is the sign of the possessive case; as, *Peter's* cane. It also contracts words; as, *lov'd* for loved, *tho'* for though.

The *Quotation* or *Double Comma* [" "] includes a passage, taken from some other author, in his own words; as, Remember this proverb, "Pride goes before destruction." "In my first parliament," said the King, "I was a novice." NOTE. When a quotation occurs *within* a quotation, it is distinguished by *single* commas; as, the priest said, "forget not this law, 'Love one another,' and ye shall be blessed." If both quotations *end* together, it is indicated by three commas, thus—the priest said, "forget not this law, 'Love one another.'" If both *begin* together, it is indicated thus—the priest said, "'Love one another,' and ye shall be blessed." If both *begin* and *end* together, it is indicated thus—the priest said, "'Love one another.'"

An *Ellipsis* or the long *Dash*, [—] is used when some letters in a word, or some words in a sentence, are omitted; as, K—g for *King*.

The *Brace* [{}] sometimes unites three poetical lines which have the same rhyme, or connects a number of words in prose with one common application; as,

Mow, mowed, { *mowed* Cleave, to *stick*, } Cleaved, cleaved.
 { *mown*, or *adhere*, }

"I wonder why the saints don't sing,
And make the heavenly arches ring,
With loud hosannas to their King;
Who brought their souls to union!"

The *Section* [§] is sometimes used to distinguish the parts into which a Book, Chapter, or Article is divided.

The *Paragraph* [¶] is chiefly used in the Bible, and denotes the beginning of a new subject. In other books, paragraphs are distinguished by commencing a new line farther from the margin than the beginning of other lines. This is called *indenting*.*

* Paragraphs were formerly much larger than at the present day,—frequently containing a number of modern ones. [See Book of "Kings."] But the *sign* or *mark* of the paragraph and section are now nearly obsolete; and as Articles

A small *Dash* [-] when placed over a vowel, denotes that it is long; as, noble.

A *Breve* [˘] placed over a vowel, shows that it is short; as, folly.

A mark of *Accent* [ˈ] placed over a syllable, denotes that it requires particular stress in pronunciation; as, fancy.

A *Diæresis* [¨] placed over the latter of two successive vowels, indicates that they do not form a diphthong; as, aerial.

The *Cedilla* [ç] is a mark which is sometimes placed under the letter c, to show that it has the sound of s; as in *chaise*, *façade*.

The *Asterisk* or *Star*, [*], *Dagger* [†], *Double Dagger* [‡], *Parallel Lines* [||], *Letters of the Alphabet*, *Figures*, &c., are used as *references*, directing the reader to some words or notes in the margin, or at the bottom of the page. Two or more stars denote that something is wanting, defective, or immodest in the passage.

The *Index* or *Hand* [✚] points out some remarkable passage, or something that requires particular attention.

NOTE. When a writer wishes to distinguish any particular word or phrase, for the sake of emphasis, or for any other purpose, he generally causes it to be printed in *Italics*, by underlining it. A word used merely as a *word*, or as an *example*, should generally be italicised; as, The word *who* is applied to persons, and *which* to brutes and things; The possessive case is formed by adding s to a noun, with an apostrophe, thus—*John's* book. Words and phrases introduced into English writings from foreign languages, are generally expressed in *Italics*; as, "White Pine is *par excellence* a New England tree." Sentences of special importance are sometimes written entirely in *Italics*.* When a person wishes to have a word or phrase printed in small capitals (still more emphatic and conspicuous than *Italics*), he draws two lines under it. If it is to be printed in large capitals, [for heads of Articles, title of Books, &c.], the word or phrase is designated by three parallel lines.

RULES OF PUNCTUATION.

In order to determine the proper application of the points, it is necessary to understand what is meant by an *adjunct* or *imperfect phrase*, a *simple sentence*, and a *compound sentence*. See page 44.

The subject and verb may both be attended with adjuncts, expressing the object, cause, end, time, place, manner, and the like.

A sentence is rendered compound, not only by means of a plurality of subjects and verbs, but also of adjuncts.

If two or more adjuncts are connected with the verb in the same manner, by the same preposition, conjunction, &c., the sentence is compound, and may be resolved into two or more simple ones. But if the adjuncts are connected with the verb in a different manner, the sentence is simple; as, They have sacrificed their health and fortune at the shrine of *vanity*, *pride*, and *extravagance*; Elegance of *taste* has a *connexion* with many *virtues* of the most amiable kind.

In the former example, several of the adjuncts being connected with the verb in the same manner, the sentence is compound; in the latter, all the adjuncts being connected with the verb in a different manner, the sentence is simple.

RULE 1.

The members of a simple sentence must not be separated by a comma; as, "Adversity borrows its sharpest sting from our impatience."

and Sections are now principally confined to law-books, and other legal writings, modern composition is generally divided only into Chapters and Paragraphs. And frequently, (unless very long) it is distinguished by indented Paragraphs only. [Sometimes called Verses.]

*When a word or phrase, embraced in an *Italic sentence*, is to be distinguished from the rest, it is generally printed in Roman letters, or SMALL CAPS; as, "To err is human;—to forgive, DIVINE," [or divine.]

EXCEPTIONS.

1. All parenthetical sentences, or parenthetical adjuncts, should be separated by commas; as, The city of New York, *within the last fifteen years*, has increased rapidly in population: *Within the last fifteen years*, the city of New York has increased rapidly in population.

2. The nominative case independent, nouns in apposition, and the infinitive mood absolute, with their adjuncts, must be separated by commas; as, *Colonel*, your most obedient: It must be so, *Plato*, thou reasonest well; *Dear Sir*, your letter was received; Your letter, *my dear Sir*, was duly received. *His father dying*, he succeeded to the estate: *John, the Baptist*, was beheaded: *To be candid*, I think she was blamable.

3. When a verb of a sentence is understood, a comma should generally be inserted; as, From law arises security—from *security*, *curiosity*,—and from *curiosity*, *knowledge*.

RULE 2.

A compound sentence must be resolved into simple ones, and separated by commas; as, Virtue refines the affections, but vice debases them.

EXCEPTIONS.

1. Two words of the same kind, immediately connected by a conjunction, though they may render the sentence a compound one, must not be separated by a comma; as, Some men sin *deliberately* and *presumptuously*. But if there be more than two, they must all be separated unless connected in pairs, in which case the *pairs* only must be separated; as, Deaths of *parents*, *friends*, and *companions*, are doubtless intended for our improvement: There is a natural difference between *merit* and *demerit*, *virtue* and *vice*, *wisdom* and *folly*.

2. In comparative sentences, where the members are short, the comma is better omitted; as, Wisdom is better than riches. [than *riches are*.]

3. Sentences connected by *what* cannot be separated; as, Eat *what* is set before you. And where the relative is understood, the comma is generally omitted; as, Value duly the opportunities you enjoy. [*which* you enjoy.]

4. When a simple sentence stands as the object of a preceding verb, and its verb may be changed into the infinitive mood, the comma may be omitted; as, When I supposed *he was at rest*: changed, when I supposed *him to be at rest*.

RULE 3.

When a longer pause than a comma is required, and yet the sense is incomplete, a semicolon may be used; as, The wise man is happy, when he gains his own approbation; the fool, when he gains the applause of those about him.

RULE 4.

The colon is used when the sense of the division of a period is complete, so as to admit of a full point, but something is added by way of illustration; as, A brute arrives at a point of perfection that he can never pass: in a few years he has all the endowments he is capable of; and were he to live ten thousand more, would be the same thing he is at present.

NOTE. This point is of little use; the difference between the colon and semicolon is so small, that the two pauses are frequently confounded, as may be seen by the present version of the Proverbs. We conceive the colon might be rejected without injury to

the perspicuity of sentences; and punctuation very much simplified.

RULE 5.

A sentence making in itself complete sense, requires a period after it; as, "Fear God." "Honor the King."

The period is used also after initials when used alone; as after A. D., for Anno Domini; Q. for question; and after abbreviations; as, Col. for Colonel; Mr. for Mister; Esq. for Esquire; &c. for *and so forth* or *et cetera*.

RULE 6.

Interrogative sentences require a mark of interrogation; and sentences expressing wonder or surprise, a mark of admiration after them; as, Whom do you see? How wonderful is man!

EXERCISES IN PUNCTUATION.

COMMA.

The tutor by instruction and discipline lays the foundation of the pupil's future honor.

Self-conceit presumption and obstinacy blast the prospects of many a youth.

Deliberate slowly execute promptly.

To live soberly righteously and piously comprehends the whole of our duty.

The path of piety and virtue pursued with a firm and constant spirit will assuredly lead to happiness.

Continue my dear child to make virtue thy principal study.

Peace of mind being secured we may smile at misfortunes.

He who is a stranger to industry may possess but he cannot enjoy.

Beware of those rash and dangerous connexions which may afterwards load thee with dishonor.

SEMICOLON.

The path of truth is a plain and a safe path that of falsehood is a perplexing maze.

Modesty is one of the chief ornaments of youth and has ever been esteemed a presage of rising merit.

Heaven is the region of gentleness and friendship hell of fierceness and animosity.

COLON.

Often is the smile of gayety assumed whilst the heart aches within though folly may laugh guilt will sting.

There is no mortal truly wise and restless at the same time wisdom is the repose of minds.

PERIOD.

We ruin the happiness of life when we attempt to raise it too high a tolerable and comfortable state is all that we can propose to ourselves on earth peace and contentment not bliss nor transport are the full portion of man perfect joy is reserved for heaven.

INTERROGATION AND EXCLAMATION.

To lie down on the pillow after a day spent in temperance in beneficence and in piety how sweet it is.

We wait till to-morrow to be happy alas why not to-day shall we be younger are we sure we shall be healthier will our passions become feebler and our love of the world less.

SPELLING.

Good spelling, good punctuation, and good syntax, with a proper use of the capitals, should go hand in hand. But as the *Rules* of orthography are extremely vague, they are not wholly to be depended upon. Those, however, who may study this book, are most earnestly entreated not to neglect their *spelling*; and although the rules may be of considerable use, yet the only way to become a good speller, is by observation and a dictionary. The following example, (a note from a woman, whose husband had just gone to sea, to her clergyman), will show how great a perversion of sense may be occasioned by the mis-spelling of a single word, and the mis-placing of a single point. "Captain Toby, having gone to see his wife, desires the prayers of this church and congregation," &c. It should have been, "Captain Toby, having gone to sea, his wife desires the prayers," &c. Even the mis-placing of a single comma, only, will sometimes entirely alter the meaning of a sentence. *Example 1st.*—"To war shalt thou go and thou shalt return, never in war shalt thou perish." Now by moving the comma *one* word farther forward, the meaning of the sentence is completely reversed. "To war shalt thou go, and thou shalt return never, in war shalt thou perish." *Example 2d.*—An ingenious expedient was

once devised to save a prisoner charged with robbery, in the Criminal Court at Dublin. The principal thing that appeared in evidence against him, was a confession alledged to have been made by him at the police office, and taken down by a police officer, in writing, and the following passage was read from it:

"Magnam said he never robbed but twice said it was Crawford." This, it will be observed, has no mark of the writer's having any notion of punctuation, but the meaning he attached to it, was this: "Magnam said he never robbed but twice: *said it was Crawford.*"

Mr. O'Gorman, the counsel for the prisoner, begged to look at the paper. He perused it, and rather astonished the police officer by asserting that so far from proving the guilt of the prisoner, it clearly proved his innocence.

"This," said the legal gentleman, "is the fair and obvious reading of the sentence."

"Magnam said he *never* robbed, but *twice said it was* Crawford." This interpretation had its effect upon the jury; and the man was acquitted.

PROSODY.

PROSODY consists of two parts; the former teaches the true pronunciation of words, comprising *Accent*, *Quantity*, *Emphasis*, *Pause*, and *Tone*; and the latter, the laws of *Versification*.

Accent.—Accent is the laying of a peculiar stress of the voice on a certain letter or syllable in a word, that it may be better heard than the rest, or distinguished from them; as, in the word *presúme*, the stress of the voice must be on the letter *u*, and the second syllable, *súme*, which takes the accent.

Quantity.—The quantity of a syllable is that time which is occupied in pronouncing it. It is considered as long or short.

A vowel or syllable is long, when the accent is on the vowel; which occasions it to be slowly joined, in pronunciation, to the following letter; as, Fáll, bále, mōōd, hōūse, feáture.

A syllable is short, when the accent is on the consonant; which occasions the vowel to be quickly joined to the succeeding letter; as, ánt, bönnét, hūnger.

A long syllable requires double the time of a short one in pronouncing it: Thus, Māte and Nōte should be pronounced as slowly again, as Mát and Nót.

Emphasis.—By emphasis is meant a stronger and fuller sound of voice, by which we distinguish some word or words on which we design to lay particular stress, and to show how they affect the rest of the sentence. Sometimes the emphatic words must be distinguished by a particular tone of voice, as well as by a greater stress.

Pauses.—Pauses or rests, in speaking and reading, are a total cessation of the voice, during a perceptible, and, in many cases, a measurable space of time.

Tones.—Tones are different both from emphasis and pauses; consisting in the modulation of the voice, and in the notes or variations of sound which we employ in the expression of our sentiments.

VERSIFICATION.

VERSIFICATION, or Poetry, is a species of composition, made according to certain harmonious measures, or proportions of sound.

Rhyme is that kind of poetry in which the terminating sound of one line, agrees with that of another; as,

Go tell my son, said *he*,
All thou hast heard of *me*.

A *verse*, in poetry, is one line; in prose, a short division of a composition.

A *couplet* or *distich* consists of two poetic lines, making complete sense; as,

Indulge the true ambition to excel
In the best art—the art of thinking well.

A *triplet* consists of three lines which rhyme together; as,

Of many things, some few I shall explain,
Teach thee to shun the dangers of the main,
And how at length the promis'd land to gain.

A *stanza* is a combination of several lines, [generally but four,] constituting a regular division of a poem. In popular language,

stanzas are frequently called *verses*; as, Sing the first four *verses*.
N. B. The word *verse* is sometimes used in the sense of *poetry* or *rhyme*; as,

The tale, which I will now rehearse,
Was told by JACK, though not in *verse*.

Blank verse, like other poetry, is measured, but does not rhyme;
as,

All on earth is shadow; all beyond
Is substance: the reverse is folly's creed.

OF POETICAL FEET.

A *foot* is a rhythmical division of a verse; as,

When áll | thy mēr | cies, O | my Gód!
My rí | sing sóul | survéys.

A certain number of syllables, connected, form a foot. They are called *feet*, because it is by their aid that the voice, as it were, steps along through the verse in a measured pace: and it is necessary that the syllables, which mark this regular movement of the voice, in some way, be distinguished from the others.

Feet are all reducible to eight kinds; four of two syllables, and four of three syllables; viz.

A Trochee - -	A Dactyl - - -
An Iambus - -	An Amphibrach - - -
A Spondee - -	An Anapæst - - -
A Pyrrhic - -	A Tribrach - - -

A *Trochee* has the first syllable accented, and the last unaccented; as, *hâtefûl*, *pêtîsh*.

Rêstlêss mōrtāls tōil fōr nōught;
Bliss in vāin frōm eārth is sōught.

An *Iambus* has the first syllable unaccented, and the last accented; as, *dēlay*, *bēhōld*.

And māy āt lāst mý wēārý āge,
Find out the peaceful hermitage.

A *Spondee* has both the words or syllables accented; as, a high trēe, the pāle mōon.

Sēe thē bōld yōuth strāin ūp thē thrēatnīng stēep.
Old time brings mān tō hīs lōng hōme.

A *Pyrrhic* has both the words or syllables unaccented; as, ōn thē tall tree.

In ā smāll strēam, bý thē sīde ōf ā mōuntain,
We bath'd with delight.

A *Dactyl* has the first syllable accented, and the last two unaccented; as, cōnquērōr, hōrriblē.

Frōm thē lōw plēasūres ōf thīs fāllēn nātūre,
Rise we to higher, &c.

An *Amphibrach* has the first and last syllable unaccented, and the middle one accented; as, dēlightfûl, āmāzing.

The piece you say is incorrect, whý take it,
I'm all submission, what you'd have it, make it.

An *Anapæst* has the first two syllables unaccented, and the last accented; as, incōmmōde, cōntrāvēne.

Māy I gōvēr mý pāssions with ābsōlūte swāy,
And grow wiser and better as life fades away.

A *Tribrach* has all its syllables unaccented; as, unpardōnāblē, innumērāblē.

And rolls impetūōus tō the plain.

Some of these feet may be denominated *principal* feet; as pieces of poetry may be wholly, or chiefly formed of any of them. Such are the Trochee, Iambus, Dactyl, and Anapæst. They are capable also of numerous variations, by mixing them with each other, and by the admission of the secondary feet. The Spondee, Pyrrhic, Amphibrach, and Tribrach, are secondary feet.

MEASURE, in poetry, is the number of syllables or feet contained in a line. The measures that are most in use, are those of ten,

eight, and seven syllables: but the *Iambic*, *Trochaic*, and *Anapæstic* verse, is sometimes very short, and sometimes long measure.

SCANNING is the resolving of verses into the several feet of which they are composed.

OF PAUSES.

There are two kinds of poetical pauses—one for the sense, called the *sentential* pause, and known to us by the names of comma, semicolon, &c.—the other for the melody, called the *harmonic* pause. These are perfectly distinct from each other.

The harmonic pause may be subdivided into the *final* pause and the *cæsural* pause. These sometimes coincide with the sentential pause, and sometimes have an independent state; that is, exist where there is no stop in the sense.

The final pause takes place at the end of the line, closes the verse, marks the measure, preserves the melody, without interfering with the sense, and alone, on many occasions, marks the difference between prose and verse; which will be evident from the following arrangement of a few poetical lines:

"Of man's first disobedience, and the fruit of that forbidden tree, whose mortal taste brought death into the world, and all our woe, with loss of Eden, till one greater Man restore us, and regain the blissful seat, sing, heavenly muse!"

A stranger to the poem would not easily discover that this was verse; but would take it for poetical prose. By properly adjusting the final pause, we shall restore the passage to its true state of verse.

Of man's first disobedience, and the fruit
Of that forbidden tree, whose mortal taste
Brought death into the world, and all our wo,
With loss of Eden, till one greater Man
Restore us, and regain the blissful seat,
Sing, heavenly muse!

These examples show the necessity of reading verse, in such a manner, as to make every line sensible to the ear; for, what is the use of melody; or for what end has the poet composed in verse, if, in reading his lines, we suppress his numbers, by omitting the final pause; and degrade them, by our pronunciation, into mere prose? As this pause is made only by the suspension of the voice, not by a change, it prevents that monotony, that sameness of note at the end of lines, which, however pleasing to a rude, is disgusting to a delicate ear.

The *cæsural* pause divides the line into equal, or unequal parts, falling generally on the 4th, 5th, or 6th syllable, in heroic verse.

Exemplification of the Cæsural Pauses: [""]

The silver eel," in shining volumes roll'd,
The yellow carp," in scales bedropp'd with gold.

Round broken columns," clasping ivy twin'd,
O'er heaps of ruins," stalk'd the stately hind.

Oh, say, what stranger cause," yet unexplor'd,
Could make a gentle belle" reject a lord.

The line is sometimes divided into four parts, by the introduction of what is called a *semi-cæsura*; thus:

Warms' in the sun," refreshes' in the breeze,
Glows' in the stars," and blossoms' in the trees;
Lives' through all life," extends' through all extent,
Spreads,' undivided,' operates,' unspent.

RHETORIC AND ORATORY.

RHETORIC, or oratory, is the art of speaking justly, methodically, and elegantly, upon any subject; so as to instruct, persuade, and please. A speech made according to the rules of this art, is called an *Oration*, and the speaker an *Orator*. The word *rhetoric* is derived from a Greek word of the same signification.

A good orator must be eminent for invention, disposition, memory, gesture, and elocution.

Invention is the talent of forming, or selecting, such arguments, for the proving or illustrating of a subject, as will move the passions, and conciliate or instruct the minds of the hearers.

Disposition is the arrangement of the arguments, in the most orderly and advantageous manner.

Gesture is the natural or the artificial, accommodation of the attitude to the several parts of a discourse;—the “suiting of the action to the word.”

Elocution is the art of expressing our ideas in a clear and distinct manner, and in harmonious, appropriate language. Elocution comprises,

1st. *Composition*; or the grammatical arrangement, plainness, and propriety of language.

2d. *Elegance*; which consists in the purity, perspicuity, and politeness of language, and is gained chiefly by studying the most correct writers, conversing with polite, well-informed people, and making frequent and careful essays in composition.

3d. *Dignity*; which adorns language with sublime thoughts, rhetorical figures, &c.

An oration has five parts; the exordium, narration, confirmation, refutation, and peroration.

The *exordium*, or preamble, is the beginning of the discourse; serving to gain the good opinion of the hearers; to secure their attention, and to give them a general notion of the subject. It ought to be clear, modest, and not too prolix.

The *narration* is the recital of the facts as they happened; or, as they are supposed to have happened. It ought to be perspicuous, probable, concise, and (on most subjects) entertaining.

The *confirmation* is the proving by argument, example, or authority, the truth of the propositions advanced in the narration.*

The *refutation*, or confutation, is the destroying of the arguments of the antagonists; by denying what is apparently false, detecting some flaw in the reasoning, or showing the invalidity of the proof. It should be sharp and lively.

The *peroration*, or conclusion, is a recapitulation of the principal arguments, concisely summed up with new force and weight; in order to excite the feeling of hatred or pity.

TROPES, OR FIGURES OF SPEECH.

TROPES, or figures of speech, always denote some departure from simplicity of expression; as, “A good man enjoys comfort in the midst of adversity.” This is simple language; but when I say—“To the upright there ariseth light in darkness,” I express the same sentiment in a figurative, and in a more impressive and vivid manner. Figures, or tropes, greatly enliven and enrich language.

The following are some of the principal figures—*personification*, *apostrophe*, *hyperbole*, *simile*, *metaphor*, *allegory*, *irony*, *climax*, *metonymy*, and *synecdoche*.

Personification bestows life and action upon things inanimate; as, The earth thirsts for rain.

Cheer'd with the grateful smell, old ocean smiles.
Behold, the morn, in russet mantle clad,
Walks o'er the dew of yon high eastern hills.

Apostrophe is a figure nearly allied to personification. It consists in bestowing an ideal presence upon real, either dead or absent. We address them as if they stood before us, listening to the overflow of our passions; as,

“Retire; for it is night my love, and the dark winds sigh in your hair. Retire to the hall of my feast, and think of the times that are past; for I will not return till the storm of war is gone.”—OSSIAN.

“Weep on the rocks of the roaring winds, O maid of Inistore; bend thy fair head over the waves, thou fairer than the ghost of the hills, when it moves in a sun-beam at noon, over the silence of

Morven. He is fallen; thy youth is low; pale beneath the sword of Cuchullin.”—OSSIAN.

The *Hyperbole* consists in magnifying or diminishing an object beyond reality.

Hyperbole soars high, or creeps too slow;
Exceeds the truth, things wonderful to show.

He touch'd the skies. A snail don't crawl so slow.

——I found her on the floor,
In all the storm of grief; yet beautiful;
Pouring forth tears, at such a lavish rate,
That were the world on fire, they might have drown'd
The wrath of Heaven, and quench'd the mighty ruin.—LEE.

“He was owner of a piece of ground not larger than a Lacedæmonian letter.”

A *simile* is a comparison, by which any thing is illustrated. This figure, equally familiar and beautiful, discovers resemblances, real or imaginary, between actions, which, in their general nature, are dissimilar; as,

“The music of Caryl was like the memory of joys that are past, pleasant and mournful to the soul.”—OSSIAN.

——She never told her love;

But let concealment, like a worm i' the bud,
Feed on her damask cheek: She pined in thought;
And, with a green and yellow melancholy,
She sat, like Patience on a monument, smiling at grief.—SHAK.

A *metaphor** is the putting of the name of one thing for that of another; so as to comprise a simile in a single word; or, it is the application of a word to a use, to which, in its original import, it cannot be put; as,

Wallace was a thunderbolt of war;
Fingal, the gale of spring.

A hero resembles a lion, and is often compared to one. Such a comparison is a simile, but imagine a hero to be a lion, instead of only resembling one, and you have a metaphor.

“Like a mighty pillar, doth this one man uphold the State.”
[This is a simile.] “He is the sole pillar of this ponderous State.”
[A metaphor.]

An *Allegory* is a continued metaphor;—or, it is the representation of one thing by another, that resembles it, and that is made to stand for it.

An allegory is a chain of tropes;—

I've passed the shoals; fair gales now swell my hopes.

“Venus grows cold without Ceres and Bacchus.” i. e.—love grows cold without bread and wine.

There cannot be a more beautiful and correct allegory than the following; in which the people are represented under the image of a vine.

“Thou hast brought a vine out of Egypt; thou hast cast out the heathen, and planted it: thou preparedst room before it, and didst cause it to take deep root, and it filled the land. The hills were covered with the shadow of it, and the boughs thereof were like the goodly cedars. She sent out her boughs unto the seas, and her branches unto the river. Why hast thou, then, broken down her hedges, so that all they who pass by the way do pluck her? The boar out of the wood doth waste it; and the wild beast of the field doth devour it. Return, we beseech thee, O God of hosts; look down from heaven, and behold, and visit this vine.”—80th PSALM.

Irony is a mode of speech in which the meaning is contrary to the words.

Irony, dissembling, with an air,
Means otherwise than words declare.

“Cry aloud; for he is a god: either he is talking, or he is pur-

*Rhetoricians advise us to place our strongest arguments in the front, the weakest in the middle, and to reserve some of the best till the close.

*A metaphor differs from a simile in form only, not in substance: comparison is the foundation of both.

suing a journey, or peradventure he sleepeth, and must be awaked." 1 KINGS, xviii. 27.

A *Climax* is a figure by which the sentence gradually rises.

A climax, 'tis said, by gradation ascends.

They were my countrymen, my neighbors, my friends.

"France, amidst the ferocity of successive factions; unaided by a single friend; assailed, on all sides, by the strongest energies of surrounding kingdoms, preserved her territory uninjured."

Metonymy puts the *cause* for the *effect*; the *effect* for the *cause*; the *contains* for the *contained*; or the *sign* for the thing *signified*; as,

We are reading *Virgil*,—i. e. Virgil's works: Gray hairs, [i. e. old age] should be respected; The kettle boils,"—i. e. the water in the kettle; He addressed the chair,—i. e. the person in the chair; She assumed the sceptre, i. e. the royal authority.

A *Synecdoche* puts a part for the whole, or the whole for a part; as,

While o'er the roof, [house] loud thunders break.

By the sweat of his brow, earns he his bread, [food, clothing, &c.]

COMPOSITION.

COMPOSITION is the forming of words together in grammatical order.

Perspicuity is a fundamental quality in every piece of correct composition: a quality so essential that nothing can atone for the want of it. We are pleased with an author, just in proportion as he frees us from all fatigue in searching for his meaning, and carries us, as upon the swell of a sweet flowing style, without embarrassment or confusion, through his subject.

Perspicuity and *accuracy* of expression, require attention to the *purity, propriety* and *precision* of language.

Purity of language consists in the use of such words and constructions as belong to the idiom of the language we speak, in opposition to words and phrases taken from other languages,* or that are ungrammatical, obsolete, new-coined, or used without proper authority; as, *incumberment, quoth he, delicatessen, &c.*

Propriety of language consists in the selection of such words and phrases as are best suited to express the ideas we mean to convey by them.

In order to preserve propriety in our language, we must be careful,

1. To avoid the injudicious use of technical terms.
2. To avoid low expressions; as, *Topsy-turvy, hurly-burly, pell-mell, &c.*
3. To supply words that are wanting.
4. Not to use the same word too frequently, nor in different senses in the same sentence.
5. To avoid equivocal or ambiguous words.
6. To use no unintelligible or inconsistent words or phrases.

* Foreign and learned words, unless where necessity requires them, should never be admitted into our composition. On some occasions, they give an appearance of elevation and dignity of style: but they often render it stiff and apparently forced.

7. To employ only such words and phrases as are best adapted to the ideas we wish to communicate, and most expressive of them.

Precision requires the retrenching of all superfluities; or the pruning of our language, so as to exhibit neither more nor less than the exact copy of the idea we mean to communicate.

The words we use to express our ideas may be faulty in three respects; viz:

1. They may not express the idea which we intend, but some other that resembles it.

2. They may express that idea, but not fully and completely.

3. They may express that idea, together with something more than is intended.

NOTE. The great source of a loose style, in opposition to precision, is the injudicious use of words termed *synonymous*. They are called *synonymous*, because they agree in expressing one principal idea; but for the most part, if not always, they express it with some diversity of circumstance.

SENTENCES.

Remark 1. Sentences, in general, should neither be very long nor very short. Long sentences require a labored attention in order to our clearly perceiving the connexion and sense: while very short ones, on the contrary, break the connexion of thought, and injure the sense. Yet, occasionally, both may be introduced with advantage.

2. A long train of sentences constructed in the same manner, and with the same number of members, tires the ear, and therefore should never be allowed in any composition. But a judicious mixture of periods, longer and shorter, and variously constructed, gratifies the ear, and gives force and animation to the style.

3. In the arrangement of a sentence, the words or members, most clearly related, should be placed as near to each other as possible, and so as to make their mutual relation manifest.

4. Several circumstances should not be crowded together, but interspersed in different parts of the sentence, connected with the principal words on which they depend.

5. Never press into one sentence, things which have so little connexion as to admit of being divided into two or three. Long, involved, intricate sentences, are great blemishes in composition.

6. During the course of the sentence, change the scene as often as possible; and keep clear of all unnecessary parentheses.

7. The several words and members of which a sentence is composed, should be so arranged as that each may have its due weight and force, and the whole sense be brought out to the best advantage.

8. A weaker assertion or proposition should never come after a stronger one; and, when a sentence consists of two, or more members, the longest should generally come last; as, "*When our passions have forsaken us*, we flatter ourselves with the belief that we have forsaken them.

9. Pleasing ideas and forcible reasoning can hardly be transmitted to the mind by means of harsh and disagreeable sounds: particular attention ought therefore to be paid to the harmony and easy flow of the language.

ERRATA.

NOTE 47. When the verb *bought* is used in the present tense, the present of the infinitive mood should always follow; as, I ought to *write* to-day. But when used in the imperfect, the perfect of the infinitive should follow it; as, I ought to have *written* yesterday.

When *dare* and *need* are transitive, they retain their personal terminations, and

are both exceptions to the 9th rule; as, he *dares* me to enter the list; he *needs* me to assist him. But when intransitive the 9th rule applies, and in popular practice, the personal termination in the third person is frequently omitted; as, he *dare* not do it; nobody *need* be afraid. [Instead of *dares* and *needs*.]



